UNIVERSITY OF PENNSYLVANIA

A STUDY OF THE NEW TEACHER SITUATION IN PUBLIC SECONDARY SCHOOLS OF PENNSYLVANIA

JASON ALBERT BLACKBURN

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA
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FOREWORD

Reliable information as to the positions that are likely to be open to prospective high school teachers has not been available, and as a result such prospective teachers, as well as those in a position to guide them, have proceeded largely on an opportunistic basis with few definite facts regarding conditions in the teacher market. The aim of this study is to present as fully as possible the facts concerning the new teacher situation within definite limits in Pennsylvania from the two main viewpoints of how many new teachers are employed and what they are required to do. These two aspects of the purpose are constantly in the mind of the writer throughout the study and are responsible for the material and the form of presentation.

The writer is greatly indebted to many persons who have co-operated in the study. The members of the Department of Education, University of Pennsylvania, collectively and individually were of great help. The inspiration and guidance of Professor Arthur J. Jones and Professor Emit D. Grizzell were always present when going seemed hard. Dean John H. Minnick and Professor James C. Miller as members of the thesis committee were found ever ready with helpful suggestions. The cordial assistance in securing data rendered by the State Department of Public Instruction through Director of Secondary Education James N. Rule and Assistant Director William H. Bristow is most gratefully acknowledged. Whatever merit may be in the study is largely due to the splendid co-operation of the writer's associates and advisers.

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I

INTRODUCTION

1. *Purpose and Plan*

The purpose of this study is to make available certain data which will assist in the guidance of those preparing to take positions as teachers in secondary schools. These may be either (1) those preparing for their first positions or (2) those seeking new positions. The guidance offered consists in the interpretation of objective information that may assist in making intelligent decisions or choices.

The plan followed is an analysis of the quantity of the market for new teachers[1] and the nature of the duties of these teachers, the analysis based on information obtained directly from the schools. The sources and procedure are described in later paragraphs of this chapter. The information sought is of primary importance to the person preparing to occupy a new position as teacher in a secondary school whether or not he has had teaching experience. This being the case, it is equally of importance to the institution preparing the prospective teacher and placing him in his new position. Administrative agencies, from the principal of the individual school to the Department of Education of the state, are concerned with the same information from the standpoint of operating the schools.

2. *Scope and Limitations*

The dissimilarity of organization and administration of school affairs in different communities made necessary certain limitations in the scope of the study. In Pennsylvania municipalities are classified as school districts on the basis of population as follows:[2]

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[1] The term *new teacher* applies in this study to a teacher in a position which is new to him the year under discussion, either 1925–26 or 1926–27. For further explanation of the expression *new teacher* see description of Figure 1, page 11.

[2] Commonwealth of Pa., *The School Law.* Sections 102–105.

First-class districts, population of five hundred thousand (500,000), or more.

Second-class districts, population of thirty thousand (30,000) or more, but of less than five hundred thousand (500,000).

Third-class districts, population of five thousand (5,000), or more, but of less than thirty thousand (30,000).

Fourth-class districts, population of less than five thousand (5,000).

Districts of the first class, the cities of Philadelphia and Pittsburgh, have, under the school law certain control of their own school administration not given to districts of the second, third, and fourth classes. Among the administrative functions performed locally in first-class districts are:[3] (1) the prescription of modes of determining the qualifications of applicants for teaching positions, (2) the use of eligibility lists of applicants determined by a district board of examiners, and (3) the definition of school policies of the district and legislation in regard to them. This legislation includes in practice, among other things, the establishment of institutions for the preparation of teachers. This relative home rule in first-class districts sets apart in a real sense the problem of new teachers in those districts from that in the other districts. The present study is therefore limited to the new teachers of the second-, third-, and fourth-class districts of the state.

As to scope, this study is a survey of the public secondary schools of Pennsylvania except those in the districts of the first class, as a market for teachers. It is therefore interested in the following questions: (1) How many new teachers are being employed each year, and what is their distribution among the various classes of districts and of schools? (2) What is the distribution of these new teachers as to preparation and as to experience? (3) What is the tendency to assign new teachers to each school grade of the secondary school? (4) What teaching load, expressed in hours per week, do new teachers carry? (5) What salary do new teachers receive? (6) What combinations of subjects and social activities make up the programs of new teachers? The purpose of the present investigation therefore, is to describe as accurately, objectively, and quantitatively as

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[3] Commonwealth of Pa., *The School Law.* Sections 2222–2229.

possible, from the viewpoints mentioned above, the new teacher situation in Pennsylvania.

The presence or the absence of experience in the equipment which a teacher brings to a new job is of importance in an analysis of the new teacher situation. In addition to the chapter on experience (Chapter IV) the subject is treated in the chapter on salaries (Chapter VI). The writer reported in a seminary a sample study of a group with experience and a group without experience with respect to subject combinations taught. Owing to the slight difference between the groups studied it was decided to investigate the two groups separately only with respect to salary.

3. *Sources and Procedure*

Upon investigating sources of material it was found that the State Department of Public Instruction had collected in the form of official reports, data on the topic from each public secondary school in districts of second, third, and fourth classes of the state for the year 1925–26. The Director of Secondary Education stated that the Department, due to the pressing demands of other work, had been unable to analyze the reports with respect to the items of this study. He further stated that his office would be glad to co-operate to the extent of making available for the study the official records on file in his office for the year 1925–26, and as a check for comparison, to supply similar data for the year 1926–27. Accordingly since these reports were officially prepared and accepted and were now made available, the plan previously determined upon of securing material for the study by means of a special questionnaire was abandoned and it was decided that the data studied should be taken by the writer direct from the Secondary School Reports in the office of the Director of Secondary Education in the State Department of Public Instruction. This procedure was followed.

These reports, one for each public secondary school in the second-, third-, and fourth-class districts of the state, are prepared and signed by the Principal, countersigned by the County or District Superintendent and filed with the Department of Public

Instruction. Each report is a four-page folder containing the data regarding the different phases of information from which official classification of the school reported is made by the Department. The fourth section of the six sections of the report deals with teachers. The portion of this fourth section, the answers of which were used in this study, is reproduced as Figure 1.

The point of departure of this study is the zero entries in column (8), "Years employed in this school before this year." Each zero entry in column (8) represents a teacher in a position new to him that year. Throughout this study the term "new teacher" refers to a teacher whose *newness* is defined in this way.

4. *Related Studies*

In various parts of the country studies more or less related to parts of the present investigation have been made. Those most closely related are here mentioned together with the way in which they connect with this study.

Buckingham[4] studied the relation between supply and demand with respect to new teachers in the public schools of Ohio during the year 1923–24. The publication mentions the support received from the Commonwealth Fund on the ground that the procedure would be an example for studies of the question in other states. It touches the present investigation in its Chapter VI, The Experience of Newly Appointed Teachers, Chapter VIII, The Demand for Teachers with Respect to Type of School (sections on High Schools and on Junior High Schools), Chapter IX, The Demands for the State with Respect to Classroom Teachers, and Chapter X, The Subjects Taught by High School and Junior High School Teachers.

The Department of Public Instruction, by authority of Section 2304 of the School Law, issues annually a classification of secondary schools. Two issues[5] are used in this study.

The situation with regard to the training of teachers in the North Central area was reported in 1924 by Davis.[6] The data are drawn from the statistics of the Association and are analyzed

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[4] Buckingham, B. R.—*Supply and Demand in Teacher Training*, Ohio State University Studies, Bureau of Educational Research Monographs No. 4, March 15, 1926.

[5] Commonwealth of Pennsylvania, *Classification of Secondary Schools*. (Department of Public Instruction, *Bulletin* 27, 1926.)
Commonwealth of Pennsylvania, *Classification of Secondary Schools*, (Department of Public Instruction, *Bulletin* 27, 1927.)

[6] Davis, C. O.—The Training of Teachers in North Central Association Accredited High Schools; *School and Society*, XIX, 389–94, 1924.

(1) Names of Teachers. (In case of a faculty of more than 15 teachers, attach similar sheet to report.)	(2) Degree Held	(3) Subjects taught this school year	(4) Grades in which teacher gives instruction	(5) Social activities directed (i.e., Home Room, Clubs, Orchestra, Dramatics, etc.)	(6) Certificate held	(7) Years teaching before this year	(8) Years employed in this school before this year	(9) Teaching periods per week	(10) Average number of pupils taught per day	(11) Preparation Years			(12) Annual Salary
										School	In college	In graduate study	
(Principal)													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													

FIGURE 1. FORM OF OFFICIAL REPORT USED AS SOURCE OF MATERIAL

The reproduction is from the report of 1926–27. The blank for the preceding year was identical with this one except that columns (1) and (2) as here shown were combined in one column.

chiefly from the standpoints of yearly recruits required and the relation between subjects taught and those specifically prepared for during training.

In 1921 Douglass[7] reported on the market for high school teachers in the state of Washington. His study is an analysis of statistics published by the State Superintendent's Office in its biennial "High School Directory" and of calls for teachers received by the Appointments Committee of the Washington State College. The present study is related to that of Douglass in the percentage distribution of subject combinations in teachers' programs. Douglass, however, studied all high school teachers, whereas this study deals only with new teachers.

A tabulated statistical report[8] appeared in 1925. It is related to the present study chiefly in its statement of the number of teachers in the schools. The basis of classification of the schools has been changed in the meantime.

Subject combinations in high school teachers' programs in the state of Iowa were studied by Kirby.[9] The number of subjects and the actual subjects in teachers' programs are analyzed.

Koos and Woody[10] in 1919 report a study of the training of high school teachers in the state of Washington in which is treated, among other things, the number of subjects taught and the subject combinations in teachers' programs. The study deals with four hundred ninety-six replies to a questionnaire sent to teachers. This number is said to be slightly less than one-third of the total number of teachers in the high schools of the state.

In an investigation of how many subjects a high-school teacher should be prepared to teach, Mead[11] reviews the findings of twenty-one studies.

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[7] Douglass, A. A.—Market for Prospective High School Teachers. *School and Society* XIII. 602–6, 1921.

[8] Commonwealth of Pennsylvania, Educational Surveys—*Report of the High School Inquiry Committee*, pp. 157–99, 1925.

[9] Kirby, T. J.—*Subject Combinations in High School Teachers' Programs*, University of Iowa Extension *Bulletin* No. 136. College of Education Series No. 14, Iowa City, Iowa: University of Iowa, 1925.

[10] Koos, L. V. and Woody, C.—The Training of Teachers in the Accredited High Schools of the State of Washington. *The Eighteenth Yearbook of the National Society for the Study of Education*, Part I, 213–57, 1919.

[11] Mead, A. R.—How Many Subjects Should a High School Teacher be Prepared to Teach? *Peabody Journal of Education*, IV, 195–207. 1927.

A report[12] in mimeographed form contains a table of subject combinations of teachers in accredited secondary schools of the Southern Association of Colleges and Secondary Schools. The table shows the distribution of 11,472 teachers, not, however, new teachers.

White[13] found in the state of Iowa for the two years 1922–23 and 1923–24 that the rate of turnover of public high school teachers was .369 and .370 respectively. This study was based on nine hundred sixty-nine and nine hundred ninety-one turnovers respectively for the two years studied of the total number of public high school teachers employed in the respective years 2621 and 2673.[14] Since this study is only incidentally concerned with secondary school teachers and then only from the standpoint of turnover in their employment, it is not very closely related to the present undertaking.

A generalization on demand, supply, and preparation of high school teachers by Wilde,[15] finds an over-supply of candidates in some subjects. A fifteen-semester-hour program of professional preparation is proposed. The information is obtained from the statements of fifteen teachers agencies. The relation of Wilde's study to the present one is not close.

The number of subjects taught by beginning teachers was investigated for the year 1922–23 by Woody.[16] His approach was through those graduates of the University of Michigan who received their initial appointments during the year studied through the Bureau of Appointments of the University. Woody's

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[12] COMMITTEE: LIGON, M. E., JENKINS, F. C. and BAILEY, E. L.—*Partial Report of Committee on Specialization of the Teachers in the Accredited Secondary Schools of the Association of Colleges and Secondary Schools of the Southern States as Indicated by Their College Majors and Minors and by the Combinations of Subjects Taught.* Mimeographed report at Jacksonville, Florida, meeting of the Association, Nov. 29–December 2, 1927.

[13] WHITE, WENDELL—*Rate and Certain Causes of Turnover in the Case of Iowa Public School Teachers, 1922–24.* A Thesis in Library of State University of Iowa, 1925.

[14] *Op. Cit.* Table VI.

[15] WILDE, A. H.—Demand, Supply and Preparation of High School Teachers, *American Education* XXX, 139–43. 1927.

[16] WOODY, C.—The Number of Subjects Taught by Graduates of the University of Michigan Who Began Teaching in the 1922–23 School Year, and the Amount of Academic Preparation in the Subjects Taught. *Educational Administration and Supervision* X, 368–84, 1924.

findings, based on one hundred forty-six cases, are related to this study in respect to the distribution of new teachers as to class of district entered, and in the number of subjects taught by new teachers. He finds chances even that new teachers must enter fourth-class districts for first appointment, also even chances that new teachers in fourth-class districts will have to teach three or more subjects, and in third-, second-, and first-class districts two or more subjects.

The number and combination of subjects taught in the year 1924–25 by all teachers in the North Central high schools of Michigan were studied by Woody.[17] The study is an analysis of the reports of the schools to the North Central Association. This study by Woody is related to the parts of the present study dealing with number and combinations of subjects. Woody finds more than nine-tenths of all teachers teaching one or two subjects and that the number of subjects taught decreases as the size of the district increases and as the experience of the teacher increases.

Hutson[18] studied, among other things, the number of subjects teachers are required to teach and the number and character of the subject combinations being taught.

Another study of subject combinations was made by Kezer.[19]

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[17] Woody, C.—Number and Combination of Subjects Taught in the 1924–25 School Year in the North Central High Schools of Michigan. *Educational Administraiion and Supervision* XII, 529–48. 1926.

[18] Hutson, P. W.—*The Scholarship of Teachers in Secondary Schools.* New York. Macmillan, 1927.

[19] Kezer, C. L.—*Subject Combinations in High School Teachers' Programs in Oklahoma.* Bulletin of the Oklahoma Agricultural and Mechanical College, Vol. 25, No. 1, Jan. 1928.

II

Background

1. *Relation of New Teachers to All Teachers*

A summary of all teachers employed in secondary schools in second-, third-, and fourth-class districts shows for the year 1925–26 a total of 9,927 and for the following year 10,664. Their distribution among the three classes of districts is shown in Table I.

TABLE I

Distribution Among Classes of Districts of All Secondary School Teachers in Districts of Second, Third, and Fourth Classes

Year	Class of District			Total
	Second	Third	Fourth	
(Number)				
1925–26	2099	3627	4201	9927
1926–27	2265	3997	4402	10664
(Percentage)				
1925–26	21.1	36.5	42.4	100
1926–27	21.2	37.5	41.4	100

Of the 9,927 teachers in second-, third- and fourth-class districts in 1925–26, 2855 were *New Teachers* as defined above. For the following year 2,991 of the total of 10,664 were *New Teachers*. These figures, reduced to percentages, show that for the two years 1925–26 and 1926–27 respectively, 28.7 per cent and 28.0 per cent of the total number of teachers employed in the public secondary schools in districts of the second, third, and fourth class were *New Teachers*. This distribution is shown in Table II.

The number of new teachers, 2855 and 2991 respectively for the two years, serve as check totals throughout the study. The data are not uniformly complete with respect to all aspects of the problem, but where the data are lacking explanation will be made in order that these totals will be accounted for.

TABLE II

SECONDARY SCHOOL TEACHERS IN SECOND, THIRD, AND FOURTH CLASS DISTRICTS

YEAR	TOTAL (From Table I)	NUMBER OF NEW TEACHERS	PER CENT TOTAL
1925–26	9,927	2855	28.7
1926–27	10,664	2991	28.0

2. *Distribution of New Teachers Among Classes of Districts*

Of all the new teachers in secondary schools of districts of the second, third, and fourth class, approximately one-sixth were employed in second-class districts, about one-third in the third-class districts, and slightly more than half of them (50.5 per cent and 52.0 per cent respectively for the two years studied) were in districts of the fourth class.

The exact information under discussion is set forth in Table III while Figure 2 shows graphically comparison between the two years and among the classes of districts. Figure 2-a shows the geographic distribution of new teachers by counties in secondary schools of the state and Figures 2-b, 2-c, and 2-d show a like distribution respectively in districts of the second, third and fourth classes. For Figures 2a, 2b, 2c and 2d, see appendix.

TABLE III

DISTRIBUTION OF NEW TEACHERS TEACHING AMONG SECOND-, THIRD-, AND FOURTH-CLASS DISTRICTS

YEAR	SECOND CLASS	THIRD CLASS	FOURTH CLASS	TOTAL
Number				
1925–26	531	886	1438	2855
1926–27	449	990	1552	2991
Percentage				
1925–26	18 7	31.1	50.5	100
1926–27	15.0	33.1	52.0	100

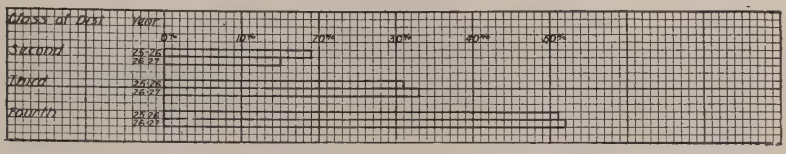

FIGURE 2. PERCENTAGE DISTRIBUTION OF NEW TEACHERS AMONG CLASSES OF DISTRICTS

Read: Of all new teachers nineteen per cent in '25–26 and fifteen per cent in '26–27 were employed in second-class districts, etc.

(1) Distribution among the classes of districts is practically constant during the two years.

(2) Approximately, of every six new teachers appointed during the two years, one went to a second-class district, two to a third-class district, and three to a fourth-class district.

(3) The ratio of the number of new teachers (Table II) to the total number of teachers (Table I) in each class district shows the portion of the teaching force new each year. The mean of the ratios for the two years reveals 22.6 per cent in second-class, 24.6 per cent in third-class and 34.8 per cent in the fourth-class districts.

3. Distribution of New Teachers Among Classes of Schools

The distribution of new teachers among the various classes of secondary schools shows that the four-year high school uses many more than any other class of school, nearly sixty per cent of the total. The junior high school is the second class in point of numbers of new teachers employed. It uses, however, only about fourteen per cent of the total. The other classes of schools follow in order, the junior-senior school employing approximately eleven per cent, the three-year school six per cent, the senior school four per cent, the two-year school three and one-half per cent, and the vocational school about three per cent of the total number. In Table IV and Figure 3 this information may be seen.

The four-year school is the predominant school of the system as regards the appointment of teachers new to the school. In so far as the records of the two years studied indicate trends, then, the chances are almost three to two that a newly appointed teacher chosen at random will be appointed to a four-year school.

TABLE IV

DISTRIBUTION OF NEW TEACHERS AMONG THE VARIOUS CLASSES OF SECONDARY SCHOOLS

YEAR	CLASS OF SCHOOL								TOTAL
	4 YR.	3 YR.	2 YR.	J-S	S	J	V	NC	
Number									
1925–26.....	1651	205	107	241	69	492	74	16	2855
1926–27.....	1706	173	78	392	171	355	98	18	2991
Percentage (See Fig. 2)									
1925–26.....	58.0	7.2	3.8	8.5	2.4	17.2	2.6	.6	100
1926–27.....	57.0	5.8	2.6	13.1	5.7	11.9	3.3	.6	100

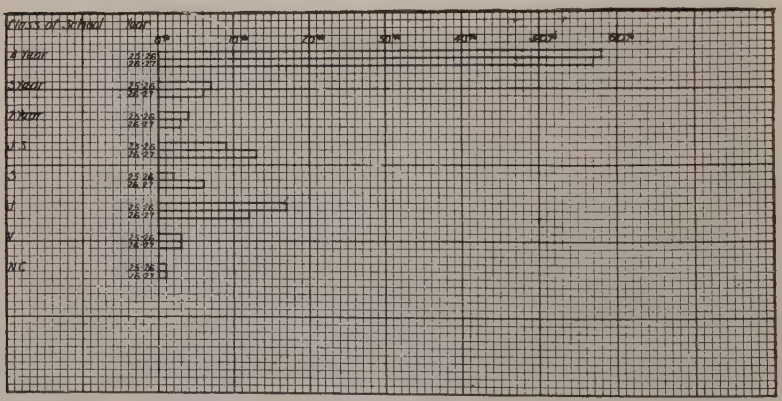

FIGURE 3. PERCENTAGE DISTRIBUTION OF NEW TEACHERS AMONG THE VARIOUS CLASSES OF SECONDARY SCHOOLS

Read: Of all new teachers, fifty-eight per cent in '25–26 and fifty-seven per cent in '26–27 taught in four-year schools, etc.

Figure 3 emphasizes the close correspondence of the distribution among classes of schools throughout the two years.

A noticeable decrease in the percentage employed in the junior high school raises a question not answered by this study.

Classes of districts and classes of schools will be treated subsequently in the study with reference to its other phases.

4. *Conclusions*

(1) Distribution of new teachers among classes of districts (see Table III and Figure 2) and among classes of schools

(see Table IV and Figure 3) was practically equal during the two years. A decrease in the proportion of new teachers in junior high schools constitutes the one marked exception.

(2) For each new teacher employed in a second-class district approximately two were employed in third-class districts and three in fourth-class districts.

(3) Second-class districts in each of the two years employed in new teachers about twenty-three per cent of their total secondary school teaching forces, third-class districts about twenty-five per cent and fourth-class districts about thirty-five per cent of their totals.

(4) The four-year high school employed more new teachers than all other classes of secondary schools combined.

III

The Preparation of New Teachers

In the preparation of new teachers of this study four types of institutions are mentioned as those attended. They are the normal school, the college, the graduate school, and the special school.

The information available here is (1) the fact that teachers attended one or a combination of the schools named and (2) the number of years spent in attendance.

1. *Types of Preparing Institutions Attended*

The percentages for the two years studied of new teachers having attended each type of preparing institution are nearly constant. Nearly thirty per cent have attended normal school, approximately eighty per cent have gone to college, and about eighteen per cent have spent some time in a graduate school, while about one per cent have attended special schools. While the comparison of information for only two years cannot be relied upon to indicate trends, it may be remarked that there is a decrease the second year in the percentage of the new teachers who have attended normal school and an increase in that of those who have gone to college and also of those who have attended a graduate institution. The exact figures are given in Table V and the relation of the percentages is shown in Figure 4.

TABLE V

Number and Per Cent Total of All New Teachers Having Attended Each Type of Preparing Institution—Repetitions Included

YEAR	COLLEGE	NORMAL SCHOOL	GRADUATE SCHOOL	SPECIAL SCHOOL
Number				
1925–26	2207	882	513	24
1926–27	2463	814	583	43
Per Cent				
1925–26	77.5	31.0	18.0	.8
1926–27	82.4	27.2	19.5	1.4

The fact that the percentages mentioned above do not total one hundred, as well as the fact that totals are not given in

Table V is accounted for by the attendance on the part of many new teachers at more than one type of preparing institution.

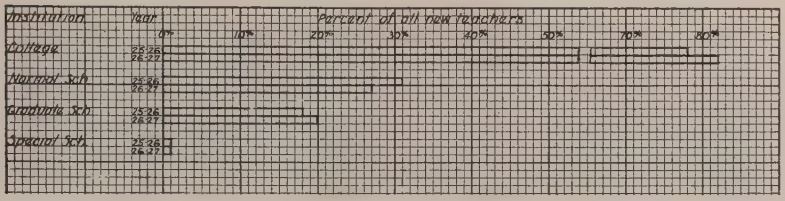

FIGURE 4. PERCENTS OF ALL NEW TEACHERS HAVING ATTENDED EACH TYPE OF PREPARING INSTITUTION—REPETITIONS INCLUDED

Read: Of all new teachers in '25–26 seventy-eight per cent and in '26–27 eighty-two per cent had attended college, etc.

General agreement as to the two years is to be noted.

The preponderance of the college as a training institution is evident. Four-fifths of new teachers have attended.

The proportion of new teachers having attended college was somewhat greater in '26–27 than in '25–26, while there was a corresponding decrease with respect to the normal school. This fact may indicate but does not establish a trend.

Approximately one-fifth of the new teachers had some graduate training.

Only one per cent of all new teachers had attended special schools.

The combinations of preparing institutions attended, without repetitions as in Table V are presented in Table VI and a comparison of the combinations forms Figure 5. The significant combinations, in order, are: College; normal school; college and graduate school; normal school and college; and normal school, college, and graduate school. The combination "Normal School and Graduate School" appears in the reports. It accounts for the preparation of approximately two per cent of all new teachers in '25–26 and about one per cent of them the following year. This group, as well as the much smaller group reporting only "Graduate School" as a preparing institution, is difficult to explain in terms of legitimate graduate grade of work. Perhaps university extension lectures are interpreted as graduate work. In any event the whole number of teachers involved is so small as not seriously to affect the total situation.

TABLE VI

NUMBER AND PER CENT TOTAL OF NEW TEACHERS WHO HAVE ATTENDED EACH TYPE OF PREPARING INSTITUTION

	1925–26		1926–27	
	NUMBER	PER CENT	NUMBER	PER CENT
College	1445	50.7	1608	53.7
Normal School	441	15.5	364	12.2
College and Graduate	372	13.1	436	14.6
Normal and College	308	10.8	314	10.5
Normal, College and Graduate	81	2.8	96	3.2
Normal School and Graduate	50	1.8	34	1.1
Special School	22	.7	25	.8
Graduate	8	.3	11	.4
Normal School and Special	1	.0	6	.2
Normal, Special, and Graduate	1	.0	....	....
Special, School and College	....	....	7	.2
Special, School and Graduate	....	....	4	.1
Special School, College and Graduate	....	....	1	.0
No data	126	4.4	85	2.8
Total	2855	100	2991	100

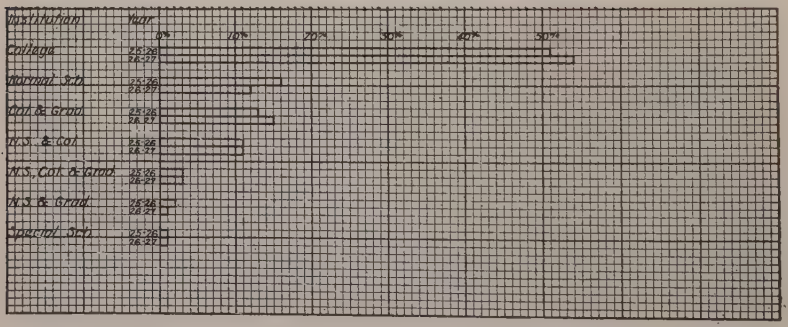

FIGURE 5. PERCENTAGE DISTRIBUTION OF NEW TEACHERS AS TO COMBINATIONS OF PREPARING INSTITUTIONS ATTENDED. NO REPETITIONS INCLUDED

Read: Of all new teachers, fifty-one per cent in '25–26 and fifty-four per cent in '26–27 attended in preparation college only, etc.

General uniformity between the two years exists, but in '26–27 a smaller proportion had attended normal school and a larger proportion had attended college and graduate school than in '25–26. This fact may, or may not, indicate a trend.

College alone was the preparing institution attended by more than half the total group.

The three combinations of institutions: normal school, college and graduate school, and normal school and college were each attended by approximately one-eighth of the total group.

2. *Time Spent in Preparing Institutions*

An analysis of the number of years spent in attendance at the various institutions is presented in Table VII. It will be noted that the totals of this table are not those of Table V. This is true because in the cases represented in the totals of Table V, and not in those of Table VII, the fact of attendance at an institution was indicated in the reports by a check mark in the space provided for number of years. This entry indicated attendance but did not disclose the number of years.

TABLE VII

NUMBER OF YEARS NEW TEACHERS SPENT IN PREPARING INSTITUTIONS

NUMBER OF YEARS	1925–26				1926–27			
	COL.	NOR. SCH.	GRAD.	SPE. SCH.	COL.	NOR. SCH.	GRAD.	SPE. SCH.
1	153	64	413	1	70	54	179	3
2	189	417	56	5	179	353	50	13
3	126	265	17	2	183	291	22	7
4	1654	82	5	...	1910	72	16	7
5	24	4	3	...	29	7	...	1
6	5	...	4	...	8	1	2	1
Total	2151	832	498	8	2309	778	269	32
Mean	3.6	2.5	1.3	2.1	3.7	2.8	1.6	2.8
MdD.	.6	.5	.5	.4	.5	.6	.6	.8

The mean number of years in attendance at each institution reported by the new teachers of 1925–26 is slightly less than that reported by those the following year.

As a group those who attended normal school attended for a period less than three years, half of the entire group spending between 2.0 years and 3.0 years as reported 1925–26 and between 2.2 and 3.4 as reported in 1926–27.

The mean time spent in graduate school by the group who have attended this school, approximately eighteen per cent of all new teachers,[1] is one and three-tenths and one and six-tenths years

[1] See Table V.

respectively for those reporting in 1925–26 and 1926–27. If this means residence work, then Table VII shows practically the time equivalent of the usual Master's degree for half of the group having attended graduate school in '26–27. That is, the time spent by fifty per cent of the group was one and six-tenths years plus or minus six-tenths of a year, or a range of from one year to two and two-tenths years. The corresponding range for the preceding year was from eight-tenths of one year to one and eight-tenths years.

The time spent in college by the group who attended college ranged from one to six years with four as the number of years spent by the great majority.

The information in hand gave no indication as to graduation.

3. *Conclusions Regarding the Preparation of New Teachers*

(1) Four types of preparing institutions are included, the college, the normal school, the graduate school, and the special school.

(2) Distribution among types of preparing institutions is nearly uniform for the two years studied, but slightly larger proportion of new teachers in '26–27 than in '25–26 attended each the college and the graduate school and a smaller proportion attended normal school.

(3) College was used as a preparing institution by about eighty per cent of new teachers, normal school by about thirty per cent, and graduate school by about twenty per cent, while about one per cent of new teachers have attended a special school.

(4) The college as the only preparing institution was used by slightly more than fifty per cent of the new teachers, while slightly more than ten per cent of them used each of the three combinations: normal school alone, normal school and college, and college and graduate school.

(5) The mean time spent in each preparing institution by new teachers of '26–27 was slightly more than for those of '25–26.

(6) Approximately nine per cent of new teachers have spent time in graduate school equivalent to the usual time requirement for the Master's degree.

IV

The Experience of New Teachers

From the definition of *new teacher* it is to be expected that many of them have had previous teaching experience. As a matter of record, of the 2855 new teachers for the year 1925–26 1633, or 52.4 per cent had previous experience. For the year 1926–27 of the 2991 new teachers 1741, or 58.4 per cent had previous experience. This indicates that about 55 per cent of the newly appointed teachers in the public secondary schools of the state have taught before their appointment to the new position and that the remaining 45 per cent go to their new positions without experience.

1. *Distribution of New Teachers as to Previous Experience*

Table VIII distributes all new teachers with respect to the length of their experience. It is to be understood that all these teachers were appointed to their teaching positions for the year under which they are listed without previous experience *in that school*. Where experience is indicated it was gotten in some other school and not necessarily in a secondary school.

Table VIII indicates for the newly appointed teachers a range of experience of forty-four years. The median experience for the whole group in 1925–26 was one and five-tenths years with an interquartile range from six-tenths years to four and four-tenths years. That is to say that for the former of the two years reported, one-half of all the new teachers had to their credit terms of experience between six-tenths of one year and four and four-tenths years. During the latter of the two years the experience of one-half of the group lay between six-tenths of one year and four and six-tenths years, the median being one and seventh-tenths years. The new teachers of 1926–27 were slightly more experienced than those of 1925–26.

TABLE VIII

DISTRIBUTION OF NEW TEACHERS WITH RESPECT TO EXPERIENCE

EXPERIENCE IN YEARS	1925–26		1926–27	
	NUMBER	% TOTAL	NUMBER	% TOTAL
(1)	(2)	(3)	(4)	(5)
0	1222	43.0	1250	41.8
1	348	12.2	378	12.7
2	279	9.8	304	10.2
3	210	7.4	216	7.2
4	145	5.1	153	5.1
5	120	4.2	147	4.9
6	81	2.8	91	3.0
7	75	2.6	79	2.6
8	51	1.8	51	1.7
9	31	1.1	32	1.1
10	36	1.3	36	1.2
11	27	.9	24	.8
12	28	1.0	30	1.0
13	17	.6	26	.9
14	14	.5	21	.7
15	26	.9	18	.6
16	9	.3	12	.4
17	11	.4	16	.5
18	13	.5	16	.5
19	8	.3	12	.4
20	12	.4	14	.5
21	6	.2	9	.3
22	9	.3	4	.1
23	2	.1	8	.3
24	6	.2	4	.1
25	5	.2	5	.2
26	3	.1	1	.0
27	2	.1	...	...
28	1	.0	6	.2
29	4	.1	1	.0
30	6	.2	7	.2
31	...	...	...	...
32	1	.0	1	.0
33	...	...	1	.0
34	4	.1	1	.0
35	6	.2	4	.1
36	...	...	...	...
37	1	.0	2	.1
38	1	.0	2	.1
39	...	...	1	.0
40	2	.1	6	.2
41	...	...	...	...
42	...	...	...	...
43	...	...	...	...
44	2	.1	2	.1
Total	2824		2991	
Median	1.5		1.7	
Q1–Q3	.6—4.4		.6—4.6	
No data	31	1.1		
Check Total	2855		2991	

EXPERIENCED GROUP FROM TABLE VIII

YEAR	NUMBER	Q1	MEDIAN	Q3
1925–26	1602	2.2	3.8	7.2
1926–27	1741	2.2	3.9	7.2

These measures of central tendency and of variability apply to the entire table. They assume that the table represents a legitimate distribution of an entity, experience, the difference between zero years and one year of which is the same kind and amount as the difference between one year and two years of it. In fact, however, the difference between no experience at all and experience of any length whatever is generally considered to be a very real difference. For this reason there is attached to Table VIII the medians and the quartile deviations for the two years of the experience of the experienced new teachers. The numbers of cases involved in this computation are the totals of Table VIII minus the numbers with zero years experience. This, because of the relatively large number of cases with no experience, gives a median experience much higher than that of the entire group as well as a broader spread of the middle fifty per cent of the group. These measures of central tendency and of variability however, are applied to a real situation of experience, whereas the corresponding measures applied to the whole of Table VIII have to do with cases, a part of which (more than forty per cent) represent no experience, the quantity measured.

The percentage distribution of experience, columns (3) and (5) Table VIII, show conditions constant during the two years. Whatever caused the appointment of new teachers with a given term of experience during one year seems to have operated in almost an identical manner during the other.

While Table VIII indicates a range of forty-four years in experience of new teachers, it also makes evident the facts that approximately forty-two per cent had no experience, eighty-two per cent less than six years, ninety-one per cent less than eleven years, and ninety-five per cent less than sixteen years, while only one per cent had more than twenty-seven years.

2. *Distribution Among Classes of Districts*

What was the tendency during the two years studied for experience at various levels to concentrate in districts of the various classes, or what was the tendency for each class of district to employ new teachers with experience at the various levels? Here again no experience is considered and treated as a condition different from experience. Table IX is concerned with the group without experience.

TABLE IX

NUMBER AND PERCENTAGE DISTRIBUTIONS OF INEXPERIENCED NEW TEACHERS AMONG CLASSES OF DISTRICTS

KIND OF DISTRIBUTION	YEAR	2ND CLASS	3RD CLASS	4TH CLASS	?	TOTAL
Number	25–26	170	371	664	17	1222
	26–27	126	377	747	...	1250
Percentage of Inexperienced New Teachers	25–26	13.9	30.4	54.3	1.4	100
	26–27	10.1	30.2	59.8	...	100
Percentage of all Secondary School Teachers	25–26	8.1	10.2	16.2	...	....
	26–27	5.6	9.4	16.9	...	....

The percentages of inexperienced new teachers as shown in Table IX and their graphic representation in Figure 6 indicate that conditions in each class of district through the two-year period were fairly constant. Taking the average percentage of the two years then as a basis of comparison, one finds that of thirty-three inexperienced new teachers, four were employed in second-class districts, ten in third-class districts, and nineteen in fourth-class districts.

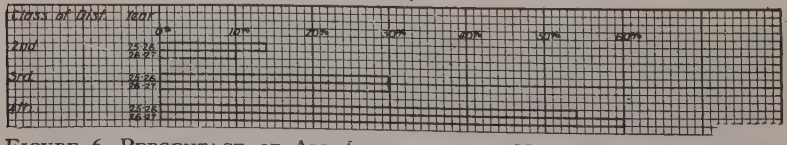

FIGURE 6. PERCENTAGE OF ALL INEXPERIENCED NEW TEACHERS IN EACH CLASS OF DISTRICT

In order to compare in the three classes of districts the tendency to employ new teachers with varying terms of experience an experience interval of five years was arbitrarily chosen. The resulting distribution is shown in Table X.

TABLE X

DISTRIBUTION OF EXPERIENCED NEW TEACHERS AT VARIOUS EXPERIENCE LEVELS AMONG CLASSES OF DISTRICTS

EXPERIENCE IN YEARS	CLASS DISTRICT							
	2ND		3RD		4TH		TOTAL	
	'25 '26	'26 '27	'25 '26	'26 '27	'25 '26	'26 '27	'25 '26	'26 '27
1– 5	200	169	367	432	535	597	1102	1198
6–10	81	61	88	109	105	119	274	289
11–15	29	45	27	35	56	39	112	119
16–20	20	25	13	16	20	29	53	70
21–25	12	13	7	9	9	8	28	30
26–30	7	3	2	6	7	6	16	15
30 plus	8	7	5	7	4	6	17	20
Total	357	323	509	614	736	804	1602	1741
Q1	3.2	3.4	2.7	2.8	2.7	2.7	2.8	2.8
Median	5.5	5.8	4.5	4.5	4.4	4.4	4.6	4.6
Q3	10.2	12.4	6.8	7.3	6.8	6.2	7.8	7.9

In each class of district the experience of new teachers of the two years is practically constant. In the districts of the third and fourth classes the median experience of new teachers is identical with respect to the two years, four and five-tenths years for the former and four and four-tenths years for the latter, a difference of one-tenth year. In the second-class districts the median for the two years is respectively five and five-tenths and five and eight-tenths years, more than one year greater than either of the other two. The interquartile range for the two years averages in the second-, third-, and fourth-class districts respectively, 3.8, 4.4, and 7.9 years.

3. *Conclusions Regarding Experience of New Teachers*

(1) Conditions were practically constant over the two-year period.

(2) The range of experience extended from zero to forty-four years with medians for the two years of 1.5 years and 1.7 years. The middle fifty per cent of the groups for the two years had lower limits of six-tenths of a year and upper limits of 4.4 years and 4.6 years respectively.

(3) Forty-two per cent of all new teachers were without previous experience and ninety-five per cent had less than sixteen years of experience.

(4) Fourth-class districts employed nearly twice as many new teachers without experience as did third-class districts and nearly five times as many as did second-class districts.

(5) Of experienced new teachers the median experience of those in the third-class districts averaged .1 year higher than in the fourth-class districts while in the second-class districts it averaged 1.25 years higher.

V

School Grades Taught By New Teachers

1. *Distribution of New Teachers Among Secondary School Grades*

In what grades do new teachers give instruction? Is there a marked tendency to assign new teachers to a particular grade?

The grades in which instruction was given are shown in Table XI. This table represents assignments rather than teachers. That is to say that repetitions are included. In 1925–26 for example there were 456 new teachers giving instruction in the seventh grade, 488 in the eighth grade and 2110 in the ninth, but perhaps 200 of those teachers were teaching in both seventh and eighth grades and perhaps 100 of them were teaching in all three grades. Since the table is constructed in this way totals do not signify numbers of individual teachers but rather grade situations needing at least a part of a teacher's time. Percentage distribution Table XI is constructed on a basis of the tota number of new teachers for each year, 2855 for the former, and 2991 for the latter of the two years studied. Of the 2855 new teachers in 1925–26, 16.0 per cent taught in the seventh grade, 17.1 per cent in the eighth grade, etc.

TABLE XI

Number and Percentage of All New Teachers Giving Instruction in Each Secondary School Grade

Kind of Distribution	Year	Grades						
		7	8	9	10	11	12	Total
Numbers.....	25–26	456	488	2110	1896	1604	1262	7816
	26–27	463	511	2179	2042	1799	1479	8469
Percentage of all New Teachers.	25–26	16.0	17.1	74.0	66.5	56.4	44.3	
	26–27	15.5	17.1	72.8	68.5	60.1	49.4	

The relative number of assignments among the various grades is shown graphically in Figure 7.

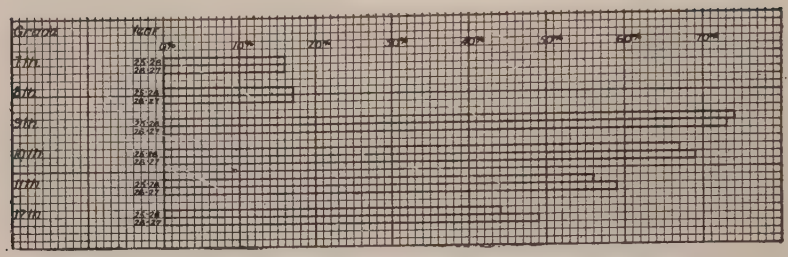

FIGURE 7. PERCENTAGE OF ALL NEW TEACHERS GIVING INSTRUCTION IN EACH SECONDARY SCHOOL GRADE

Read: Of all new teachers sixteen per cent in each year studied taught in seventh grade, seventeen per cent in each year taught in eighth grade, etc.

The uniformity between the two years of the proportion of new teachers giving instruction in each grade is striking.

About one-sixth of all new teachers taught in each of grades seven and eight, almost three-fourths of them taught in grade nine, more than two-thirds in grade ten, about four-sevenths in grade eleven, and slightly fewer than half of them in grade twelve.

2. *Number of Grades Represented in Programs of New Teachers*

New teachers teach predominantly in more than one grade. Table XII indicates that 14.5 per cent of them teach in one grade only while approximately 3 per cent are unaccounted for due to incomplete data. Figure 8 shows the situation graphically. The increase in proportion of new teachers giving instruction in two, three, and four grades is practically constant. Almost one-third of all new teachers have instruction programs extending over four grades.

TABLE XII

NUMBER AND PERCENTAGE OF ALL NEW TEACHERS GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE, AND SIX SECONDARY SCHOOL GRADES

KIND OF DISTRIBUTION	YEAR	NUMBER OF GRADES PER TEACHER						NO DATA	TOTAL
		1	2	3	4	5	6		
Numbers....	25–26	412	648	804	862	10	33	86	2855
	26–27	434	653	746	973	15	88	82	2991
Percentage of All New Teachers..	25–26	14.5	22.8	28.2	30.3	.4	1.2	3.0	100
	26–27	14.5	21.8	25.0	32.6	.5	2.8	2.7	100

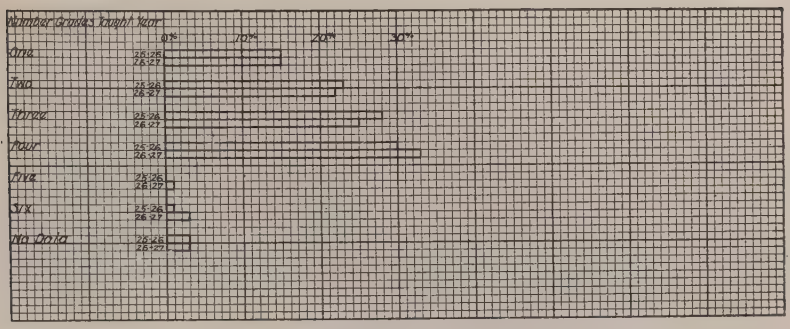

FIGURE 8. PERCENTAGE OF ALL NEW TEACHERS GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE, AND SIX GRADES

Read: Of all new teachers, fifteen per cent during each year studied taught in only one grade, twenty-three per cent in '25–26, and twenty-two per cent in '26–27 taught in two grades, etc.

Conditions as to proportion of new teachers teaching in each number of grades in the two years were almost constant.

Fewer than one in six new teachers taught in only one grade, slightly more than one in five taught in two grades only, about one in four taught in only three grades, while almost one in three taught in four grades.

The proportion teaching in more than four grades was negligible.

The distribution of new teachers among the various classes of secondary schools with respect to number of grades taught is presented as numbers of teachers in Table XIII and as percentages of all new teachers for each type of school in Table XIV.

It should be noted that the base of the percentage entries of table XIV with respect to any class of school is the total number of new teachers employed in that class of school.

There is general correlation between the two years.

A marked tendency is evident to assign new teachers to work in the greatest number of grades in which the school offers work. The one exception is the Junior-Senior school which contains five or six grades. The small number of four-year junior high schools and of six-year vocational schools are responsible for the apparent exceptions to the generalization with respect to these two classes of schools.

TABLE XIII

NUMBER OF NEW TEACHERS IN EACH CLASS OF SECONDARY SCHOOL GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE, OR SIX SCHOOL GRADES

CLASS OF SCHOOL	YEAR	NUMBER OF SCHOOL GRADES TAUGHT						NO DATA	TOTAL
		1	2	3	4	5	6		
4 yr	25–26	207	319	333	729	..	..	67	1655
	26–27	224	328	266	833	..	..	60	1711
3 yr	25–26	4	18	181	...	..	..	2	205
	26–27	14	11	142	...	..	..	4	171
2 yr	25–26	7	99	...	...	..	..	1	107
	26–27	2	76	...	...	..	..	1	79
Jr-Sr	25–26	26	50	69	54	10	31	1	241
	26–27	38	77	120	51	15	83	8	392
Sr	25–26	17	20	30	...	..	..	2	69
	26–27	53	50	61	...	..	..	6	170
Jr	25–26	145	133	176	24	..	..	12	490
	26–27	99	91	133	26	..	..	3	352
Voc	25–26	...	7	7	55	..	2	1	72
	26–27	...	14	15	63	..	5	...	97
N.C	25–26	6	2	8	...	..	..	..	16
	26–27	4	6	9	...	..	..	..	19
Total	25–26	412	648	804	862	10	33	86	2855
	26–27	434	653	746	973	15	88	82	2991

TABLE XIV

PERCENTAGE OF ALL NEW TEACHERS IN EACH CLASS OF SECONDARY SCHOOL GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE, AND SIX GRADES

CLASS OF SCHOOL	YEAR	NUMBER OF SCHOOL GRADES TAUGHT						NO DATA	TOTAL
		1	2	3	4	5	6		
4 yr	25–26	12.5	19.3	20.2	44.1	....	....	4.1	100
	26–27	13.1	19.2	15.5	48.6	....	....	3.5	100
3 yr	25–26	2.0	8.8	88.4	.....	.....	.....	1.0	100
	26–27	8.2	6.4	83.1	.....	.....	.....	2.3	100
2 yr	25–26	6.5	92.6	....	.....	.....	.....	.9	100
	26–27	2.5	96.2	....	.....	.....	.....	1.3	100
Jr.-Sr	25–26	10.8	20.8	28.7	22.4	4.2	12.9	.4	100
	26–27	9.7	19.7	30.6	13.0	3.8	21.2	2.0	100
Sr	25–26	24.6	29.0	43.5	.....	.....	.....	2.9	100
	26–27	31.2	29.4	35.9	.....	.....	.....	3.5	100
Jr	25–26	29.6	27.2	35.9	4.9	....	....	2.4	100
	26–27	28.2	25.9	37.8	7.4	....	....	.9	100
Voc	25–26	....	9.7	9.7	76.4	...	2.8	1.4	100
	26–27	....	14.4	15.5	65.0	...	5.2	...	100
N. C	25–26	37.5	12.5	50.0	.....	.....	.....	....	100
	26–27	21.0	31.6	47.4	.....	.....	.....	....	100

3. *New Teaching Assignments in Each Grade in Combinations of One, Two, Three, Four, Five, and Six Grades*

The term new teacher as applied to each grade is a misnomer, since each new teacher does not devote all his time to one grade. The new teacher, for example, who teaches in the seventh and eighth grades is new in each grade but is not two new teachers. Our information is not sufficient to say that he is two halves of a new teacher since we do not know the share of his duties that is applied to each grade.

TABLE XV

NUMBER OF NEW TEACHERS IN EACH SECONDARY SCHOOL GRADE GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE, OR SIX GRADES

SCHOOL GRADE	YEAR	NUMBER OF GRADES IN TEACHING PROGRAMS						TOTAL
		1	2	3	4	5	6	
7th	25–26	60	95	229	32	7	33	456
	26–27	50	80	199	37	9	88	463
8th	25–26	28	148	235	35	9	33	488
	26–27	26	138	202	42	15	88	511
9th	25–26	224	402	583	858	10	33	2110
	26–27	203	388	514	972	15	88	2179
10th	25–26	59	382	552	860	10	33	1896
	26–27	78	367	525	970	14	88	2042
11th	25–26	21	156	550	834	10	33	1604
	26–27	36	199	524	937	15	88	1799
12th	25–26	20	113	263	829	4	33	1262
	26–27	41	134	274	934	8	88	1479

Table XV shows the frequency distribution among the grades of assignment combinations of one, two, three, four, five, and six grades. It should be read as follows: In 1925–26 in the seventh grade there were sixty assignments in a single grade (the seventh), ninety-five in combinations of two grades, two hundred twenty-nine in combinations of three grades, etc.

TABLE XVI

PER CENT OF THE NUMBER OF NEW TEACHERS IN EACH SECONDARY SCHOOL GRADE GIVING INSTRUCTION IN ONE, TWO, THREE, FOUR, FIVE OR SIX GRADES

SCHOOL GRADE	YEAR	NUMBER OF GRADES IN TEACHING PROGRAMS					
		1	2	3	4	5	6
7th	25–26	13.2	20.8	50.2	7.0	1.6	7.2
	26–27	10.8	17.3	43.0	8.0	1.9	19.0
8th	25–26	5.7	30.3	48.2	7.2	1.8	6.8
	26–27	5.1	27.0	39.6	8.2	2.9	17.2
9th	25–26	10.6	19.1	27.6	40.7	.5	1.6
	26–27	9.3	17.7	23.6	44.7	.6	4.5
10th	25–26	3.1	20.2	29.2	45.5	.5	1.7
	26–27	3.8	18.0	25.7	47.5	.7	4.3
11th	25–26	1.3	9.7	34.3	52.0	.6	2.1
	26–27	2.0	11.1	29.2	52.1	.8	4.9
12th	25–26	1.6	9.0	20.8	65.6	.3	2.6
	26–27	2.8	9.1	18.6	63.2	.5	6.0

Table XVI is Table XV converted into percentages. It reads: in 1925–26 in the seventh grade 13.2 per cent of the new teaching assignments were in one grade (the seventh), 20.8 per cent in combinations of two grades, etc.

Three is seen to be the most frequent number of grades per teacher for teachers of the seventh and eighth grades while four is the corresponding number in the other four grades. Five is practically negligible as a number combination of grades per new teacher in each grade. The six-grade combinations are not a very considerable part of the total in the ninth, tenth, eleventh and twelfth grades and the single grade assignment is almost insignificant above the ninth grade.

4. *New Teachers in Each Grade in Combination With Each Other Grade*

In the years studied how frequently did a new teacher's program contain work in the seventh grade alone, in the seventh and eighth grades, in the seventh and ninth, etc.?

TABLE XVII

GRADE COMBINATIONS. NUMBER OF NEW TEACHERS IN EACH SECONDARY SCHOOL GRADE GIVING INSTRUCTION IN THAT GRADE ALONE AND IN COMBINATION WITH EACH OTHER GRADE

GRADE	YEAR	GRADES					
		7	8	9	10	11	12
7th	25–26	60	385	291	75	44	37
	26–27	50	403	331	135	99	95
8th	25–26		28	360	84	50	40
	26–27		26	398	149	113	99
9th	25–26			224	1540	1207	922
	26–27			203	1652	1359	1098
10th	25–26				59	1464	1120
	26–27				78	1607	1285
11th	25–26					21	1190
	26–27					36	1383
12th	25–26						20
	26–27						41

The combinations of each grade with itself are repetitions of the one-grade combinations of Table XV. They are included here for the sake of completeness. This table contains repetitions since, for example, a teacher in grades seven, eight and nine, is scored in the seventh column under eight and under nine, again in the eighth column under nine, etc. The table should be used therefore to locate the number of new teachers teaching in each grade alone and the number teaching in each grade in combination with each other grade, and not for totals.

TABLE XVIII

PERCENTAGE OF ALL NEW TEACHERS GIVING INSTRUCTION IN EACH GRADE ALONE AND IN COMBINATION WITH EACH OTHER GRADE

GRADE	YEAR	GRADES					
		7	8	9	10	11	12
7th	25–26	2.1	13.5	10.2	2.6	1.5	1.3
	26–27	1.7	13.5	11.1	4.5	3.3	3.2
8th	25–26		1.0	12.6	2.9	1.8	1.4
	26–27		.9	13.3	5.0	3.8	3.3
9th	25–26			7.9	54.0	42.3	32.4
	26–27			6.8	55.4	45.4	36.7
10th	25–26				2.1	51.4	39.4
	26–27				2.6	53.7	43.0
11th	25–26					.7	41.8
	26–27					1.2	39.8
12th	25–26						.7
	26–27						1.4

NOTE.—This table should be read as follows: In the year 1925–26 2.1 per cent of all new teachers in secondary schools of second-, third-, and fourth-class districts taught in the 7th grade only; 13.5 per cent in grades 7 and 8; 10.2 per cent in grades 7 and 9, etc.

5. *Conclusions with Respect to Grades Taught*

The following generalizations seem to be justified:

(1) Conditions were practically constant over the two-year period.

(2) Practically the same number of new teachers were assigned to eighth grade work as to seventh, it being slightly less than one-fifth of the total number.

(3) The ninth grade received the largest number and proportion of new teachers, more than seventy per cent of the total, and the proportion decreased through the tenth, eleventh, and twelfth grades by practically a straight line variation to forty-five per cent in the twelfth grade.

(4) A negligible number of new teachers gave instruction in five and in six grades.

(5) Four was the most frequent number of grades per new teacher program, representing slightly more than thirty per cent of the total. The proportion of programs containing three, two, and one grade each decreased by practically a straight line variation to fifteen per cent in one grade programs.

(6) New teachers were predominantly assigned to work in all the grades represented in the school.

(7) New teachers in grades seven and eight predominantly had programs of three grades each, while those of grades nine, ten, eleven and twelve predominantly taught four grades.

(8) The most common two-grade combinations were, for the seventh grade a combination with the eighth, eighth with seventh, ninth with tenth, tenth with ninth, eleventh with tenth, and twelfth with tenth.

VI

Salary of New Teachers

That new teachers are interested in the salaries they may expect to receive need not be argued. The question of chief concern here is, what is the situation as regards salary paid new teachers? An analysis of the situation is offered from three standpoints: (1) the total situation, that is, the distribution of all new teachers of the state with respect to salary received; (2) the relation of the salary received by new teachers to the types of preparing institutions they have attended; and (3) the relation of the salary received by new teachers to the length of their experience as teachers.

1. *The Total Situation*

When all the new teachers in the state for the two years studied are compared on the basis of three-hundred-dollar salary intervals[1] it is found that at each salary level there are a few more teachers employed in 1926–27 than in 1925–26. Table XIX indicates the exact numbers. When these numbers at each level are referred to the total number of new teachers employed during the respective years, 2855 for the former and 2991 for the latter, a practically identical percentage is indicated at each salary level. Table XIX shows these percentages correct to the nearest tenth of one per cent and Figure 9 shows them graphically to the nearest integral per cent. In the interpretation of this information it should be remembered that part-time new teachers are included in the distribution.

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[1] After some experimentation in making tables the three-hundred-dollar interval was chosen as most suitable. This unit is used throughout the chapter.

TABLE XIX

NUMBER AND PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF ALL NEW TEACHERS

SALARY INTERVALS IN DOLLARS	YEAR	NUMBER	PER CENT
Less than 900	25–26	14	.5
	26–27	33	1.1
900–1199	25–26	334	11.7
	26–27	349	11.7
1200–1499	25–26	1205	42.3
	26–27	1216	40.6
1500–1799	25–26	688	24.2
	26–27	671	22.4
1800–2099	25–26	403	14.2
	26–27	418	14.0
2100–2399	25–26	100	3.5
	26–27	118	3.9
2400–2699	25–26	31	1.1
	26–27	85	2.8
2700–2999	25–26	8	.3
	26–27	31	1.0
3000–3299	25–26	7	.2
	26–27	12	.4
3300–3599	25–26	1	.1
	26–27	6	.2
3600–3899	25–26	1	....
	26–27	....	....
3900–4199	25–26	....	...
	26–27	....	...
4200–4499	25–26	....	....
	26–27	2	.1
By day	25–26	....	...
	26–27	4	.1
No data	25–26	63	2.2
	26–27	46	1.5
Total	25–26	2855	100.
	26–27	2991	100.
Median	25–26	1463	
	26–27	1472	
Q1—Q3	25–26	1290–1695	
	26–27	1293–1775	

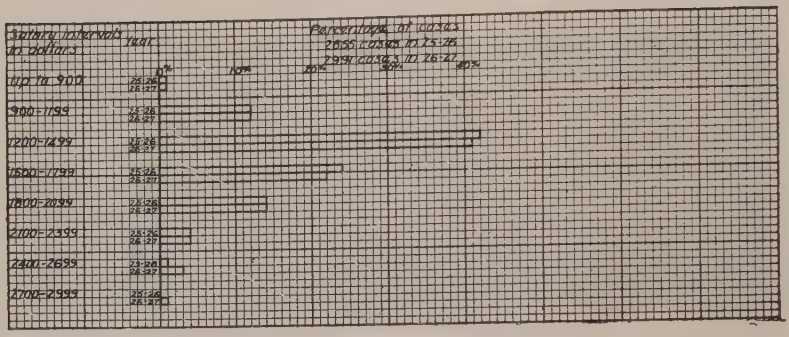

FIGURE 9. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF ALL NEW TEACHERS

One per cent of all new teachers, including part-time teachers, received less than $900 per year.

Twelve per cent of all new teachers received salaries ranging from $900 to $1200.

Slightly more than two-fifths received from $1200 to $1500.

Slightly less than one-fourth received from $1500 to $1800.

Fourteen per cent received from $1800 to $2100.

Four per cent received from $2100 to $2400.

2. *Salary and Preparing Institutions*

In Chapter II the four types of institutions attended by new teachers were listed as Normal School, College, Graduate School, and Special School. The present question is, what relation exists between the amount of salary received and the type of preparing institution (or combination of institutions) attended? To answer this question Table XX and Table XXI were prepared showing respectively the frequency and the percentage distribution among three-hundred-dollar salary intervals of new teachers who had attended each type and each combination of types, of preparing institution. In Figure 10 the median salaries received by new teachers from each type of preparing institution for each of the two years studied are presented graphically. Figure 10 is submitted as a concise picture of the most important tendencies indicated in Table XX.

The new teachers who have had only normal school training receive salaries tending to be less than $1400. Figure 11 shows the total distribution of this group with respect to salary intervals. Those who have attended only college show a tendency to

receive slightly more than $1400. For the distribution of the group see Figure 12. A salary between $1500 and $1600 is the tendency of new teachers who have attended both normal school and college. The median for 1926–27 is eighty dollars higher than for the previous year. Figure 13 shows the salary distribution of this group. The median salaries paid new teachers who have attended college and graduate school were in round numbers $1700 and $1750 respectively for the two years studied. In Figure 14 may be seen the salary distribution of this group. The median salaries of those who have prepared in normal school, college, and graduate school are higher than for any other combination; $1720 and $1900 respectively for the two years. The high interquartile range of this group reduces the significance of the median. That is to say those new teachers who attended this combination of preparing institutions received salaries which tended less than the salaries of others to cluster round the middle salary of the group. This spread is shown in Figure 15.

A group of new teachers reported as having attended normal school and graduate school received median salaries of $1480 and $1450, substantially the median salaries of the total groups of new teachers in the respective years studied. The new teachers prepared in special schools, twenty-two cases in 1925–26 and twenty-five cases in 1926–27, received median salaries of $1500 and $1875 respectively in the two years. Other combinations of preparing institutions are based on so few cases that the median salaries received are not comparable with those described above.

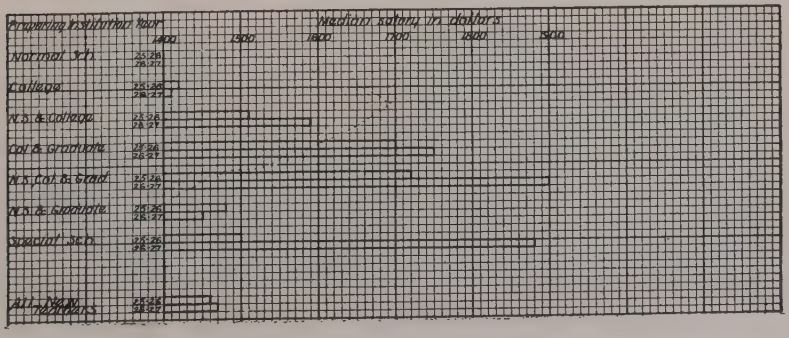

FIGURE 10. COMPARISON OF MEDIAN SALARIES OF NEW TEACHERS WHO HAVE ATTENDED THE SEVERAL TYPES OF PREPARING INSTITUTIONS

TABLE XX

DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS WHO HAVE ATTENDED EACH TYPE OF PREPARING INSTITUTION

INSTITUTION	YEAR	SALARY INTERVAL IN DOLLARS												BY DAY	NO DATA	TOTAL NUMBER	MEDIAN	Q1–Q3
		BELOW 900	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	2700–2999	3000–3299	3300–3599	3600–3899	4200–4499					
Normal School	25–26	..	93	184	97	54	8	3	..	..	..	..	..	..	2	441	1406	1228–1662
	26–27	3	79	160	72	31	8	4	..	..	..	..	..	..	7	364	1380	1218–1604
College	25–26	6	167	737	313	159	36	9	3	2	1	..	..	..	12	1445	1421	1275–1657
	26–27	16	200	805	337	158	37	15	8	3	2	..	..	2	25	1608	1414	1267–1646
Normal and College	25–26	..	36	116	84	58	9	4	..	..	..	..	..	..	1	308	1505	1301–1780
	26–27	3	36	93	84	72	11	9	2	..	..	..	..	1	3	314	1586	1326–1875
College and Graduate	25–26	1	16	90	121	94	32	8	4	5	..	..	..	..	1	372	1696	1450–1961
	26–27	2	18	100	117	104	38	31	12	6	2	..	2	..	4	436	1746	1470–2050
Normal, College and Graduate	25–26	..	5	21	20	19	9	6	..	..	..	1	..	..	..	81	1720	1420–2030
	26–27	1	4	19	18	19	15	12	5	2	1	..	..	..	..	96	1900	1513–2325
Normal and Graduate	25–26	..	7	19	13	10	..	1	..	..	..	..	..	..	..	50	1484	1287–1765
	26–27	..	3	16	7	6	..	..	1	..	..	..	..	..	1	34	1452	1299–1746

Special	25–26	..	1	8	2	8	3	..	..	..	..	..	..	..	..	22	1500	1369–2006
	26–27	..	1	6	5	6	2	4	1	..	..	..	..	..	..	25	1875	1462–2212
Graduate	25–26	..	2	2	2	1	..	..	..	..	..	..	..	..	1	8	1426	1162–1688
	26–27	..	..	2	6	2	..	..	..	..	..	..	..	..	1	11	1650	1525–1775
Normal and Special	25–26	..	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..
	26–27	..	1	..	2	2	..	1	..	..	..	..	..	..	..	6	1800	1575–2025
Normal, Special and Graduate	25–26	..	..	..	..	..	1	..	..	..	..	..	..	..	..	1	..	
	26–27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		..
Special and College	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	26–27	1	..	2	2	..	..	2	..	..	..	..	..	..	..	7	1650	1425–2458
Special and Graduate	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	26–27	..	..	..	2	1	..	..	1	..	..	..	..	..	..	4	1800	1650–2700
Special, College and Graduate	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
	26–27	..	..	..	..	..	..	..	1	..	..	..	..	..	..	1	..	..
?	25–26	7	7	27	36	..	2	..	1	..	..	..	..	..	46	126	..	..
	26–27	7	7	13	19	17	7	7	..	1	1	..	..	1	5	85	..	..
Total	25–26	14	334	1205	688	403	100	31	8	7	1	1	..	..	63	2855		
	26–27	33	349	1216	671	418	118	85	31	12	6	..	2	4	47	2991		

TABLE XXI

PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS WHO HAVE ATTENDED EACH TYPE OF PREPARING INSTITUTION

INSTITUTION	YEAR	SALARY INTERVALS IN DOLLARS												BY DAY	NO DATA	TOTAL	NUMBER CASES
		BELOW 900	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	2700–2999	3000–3299	3300–3599	3600–3899	4200–4499				
Normal School	25–26	..	21.1	41.7	22.0	12.2	1.8	.7	..	..	..	..	..	..	.5	100	441
	26–27	.8	21.8	44.0	19.8	8.5	2.2	1.1	..	..	..	..	..	..	1.9	100	364
College	25–26	.4	11.6	51.1	21.7	11.0	2.5	.6	.2	.1	.1	..	..	..	.8	100	1445
	26–27	1.0	12.5	50.1	21.0	9.8	2.3	.9	.5	.2	.1	..	..	.1	1.6	100	1608
Normal and College	25–26	..	11.7	37.8	27.3	18.8	2.9	1.3	..	..	..	..	..	..	.3	100	308
	26–27	1.0	11.5	29.6	26.8	33.0	3.5	2.9	.6	..	..	..	..	.3	1.0	100	314
College and Graduate	25–26	.3	4.3	24.2	32.5	25.3	8.6	2.2	1.1	1.3	..	..	..	..	.3	100	372
	26–27	.5	4.1	22.9	26.8	23.4	8.7	7.1	2.8	1.4	.5	..	.5	..	.9	100	436
Normal, College and Graduate	25–26	..	6.2	25.9	24.7	23.5	11.1	7.4	..	..	..	1.2	..	..	..	100	81
	26–27	1.0	4.2	19.8	18.7	19.8	15.6	12.5	5.2	2.1	1.0	..	..	..	..	100	96
Normal and Graduate	25–26	..	14.0	38.0	26.0	20.0	..	2.0	..	..	..	..	..	..	..	100	50
	26–27	..	8.8	47.0	20.6	17.7	..	..	2.9	..	..	..	..	..	2.9	100	34

Special	25–26	..	4.6	36.4	9.1	36.2	13.6	..	..	..	..	..	..	..	..	100	22
	26–27	..	4.0	24.0	20.0	24.0	8.0	16.0	4.0	..	..	..	..	..	..	100	25
Graduate	25–26	..	25.0	25.0	25.0	12.5	..	..	..	..	..	..	..	..	12.5	100	8
	26–27	..	..	18.2	54.6	18.2	..	..	..	..	..	..	..	..	9.1	100	11
Normal and Special	25–26	..	..	100.0	..	..	..	..	..	..	..	..	..	..	..	100	1
	26–27	..	16.7	..	33.3	33.3	..	16.7	..	..	..	..	..	..	..	100	6
Normal, Special and Graduate	25–26	..	..	..	..	..	100.0	..	..	..	..	..	..	..	..	100	1
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Special and College	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	26–27	14.3	..	28.6	28.6	..	..	28.6	..	..	..	..	..	..	..	100	7
Special and Graduate	25–26	..	..	..	50.0	..	..	..	..	..	..	..	..	..	..	..	..
	26–27	..	..	..	..	25.0	..	..	25.0	..	..	..	..	..	..	100	4
Special, College, and Graduate	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	26–27	..	..	..	..	..	..	..	100.0	..	..	..	..	..	..	100	1
?	25–26	5.6	5.6	21.4	28.6	..	1.6	..	.8	..	..	..	..	..	36.6	100	125
	26–27	8.2	8.2	15.3	22.4	20.0	8.2	8.2	..	1.2	1.2	..	..	1.2	5.9	100	85
Total	25–26	.5	11.7	42.3	24.2	14.2	3.5	1.1	.3	.2	..	..	..	..	2.2	100	2855
	26–27	1.1	11.6	40.6	22.4	14.0	3.9	2.8	1.0	.4	.2	..	.1	.1	1.5	100	2991

Read Fig. 10: The median salary of new teachers who attended only normal school was in '25–26 fourteen hundred dollars and in in '26–27 thirteen hundred eighty dollars.

The discrepancies between the two years in favor of higher salaries in '26–27 than in '25–26 apply to less than 30 per cent of the total group (see Table VI) whereas the lower median salary for '26–27 in the college group applies to more than half of the total.

The small numbers in the relatively highly paid groups are responsible for the height of their medians above the median of all new teachers.

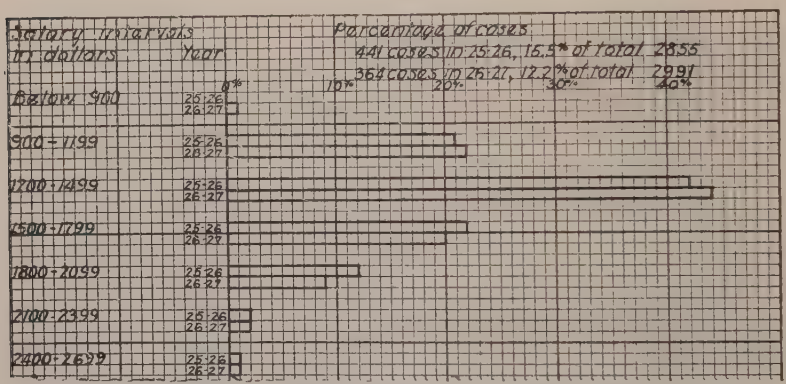

FIGURE 11. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING ONLY NORMAL SCHOOL TRAINING

Read: Of the new teachers who had only normal school training (441 in '25–26 and 364 in '26–27) one per cent in '26–27 received salaries below $900; twenty-one per cent in '25–26 and twenty-two per cent in '26–27 received from $900 to $1200, etc.

The uniformity of distribution during the two years is noticeable.

The total range is apparently broad, but equals the college group.

The mode in the 1200–1500 interval is pronounced with uniform distribution in the two contiguous intervals.

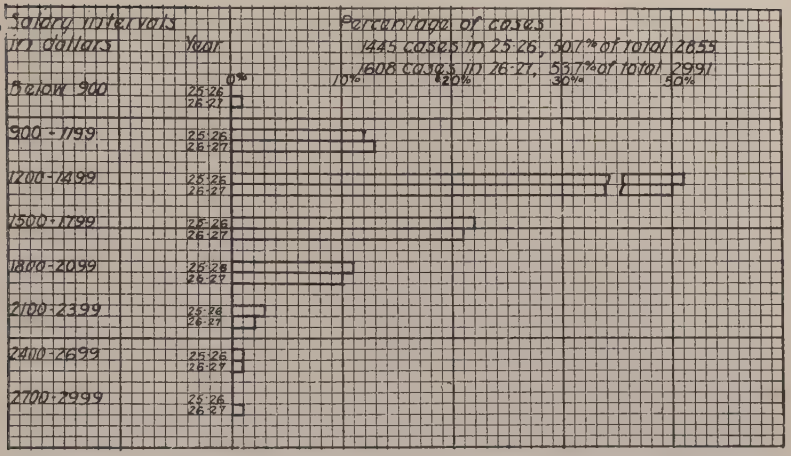

FIGURE 12. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING ONLY COLLEGE TRAINING

Read: Of the new teachers who have had only college training (1445 in '25–26 and 1608 in '26–27) one per cent in '26–27 received salaries below $900; twelve per cent in '25–26 and thirteen per cent in '26–27 received from $900 to $1200, etc.

There is close uniformity of distribution during the two years.

The total range is broad. It is equal to that of new teachers prepared in normal school.

One-half or more of the group falls in the 1200–1500 interval with the total distribution skewed toward higher salaries.

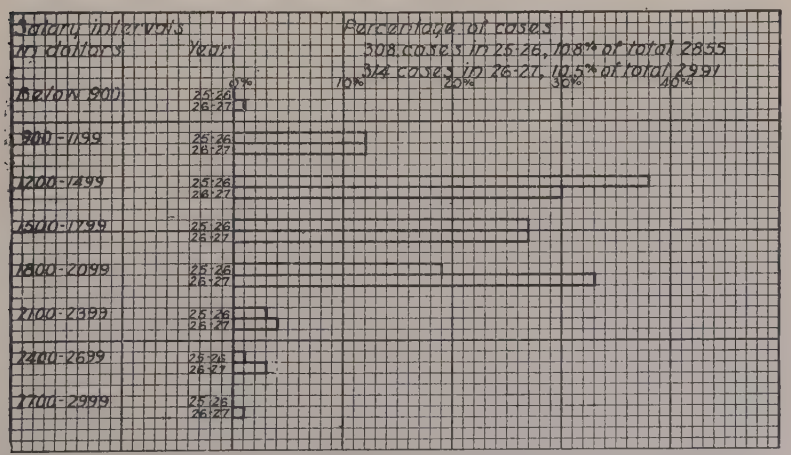

FIGURE 13. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING ATTENDED BOTH NORMAL SCHOOL AND COLLEGE

Read: Of the new teachers who have attended both normal school and college (308 in '25–26 and 314 in '26–27) one per cent in '26–27 received salaries below $900; twelve per cent in each year received from $900 to $1200, etc.

The uniformity of distribution during the two years is disturbed by the fact that in '26–27 in the 1200–1500 interval eight per cent fewer, and in the 1800–2100 interval fourteen per cent more received the salaries of those intervals than in the previous year.

The total range is broad; the equal of that of the groups having attended only normal school and only college.

The mode in the 1200–1500 interval is not pronounced and there is a decided skew toward the higher intervals.

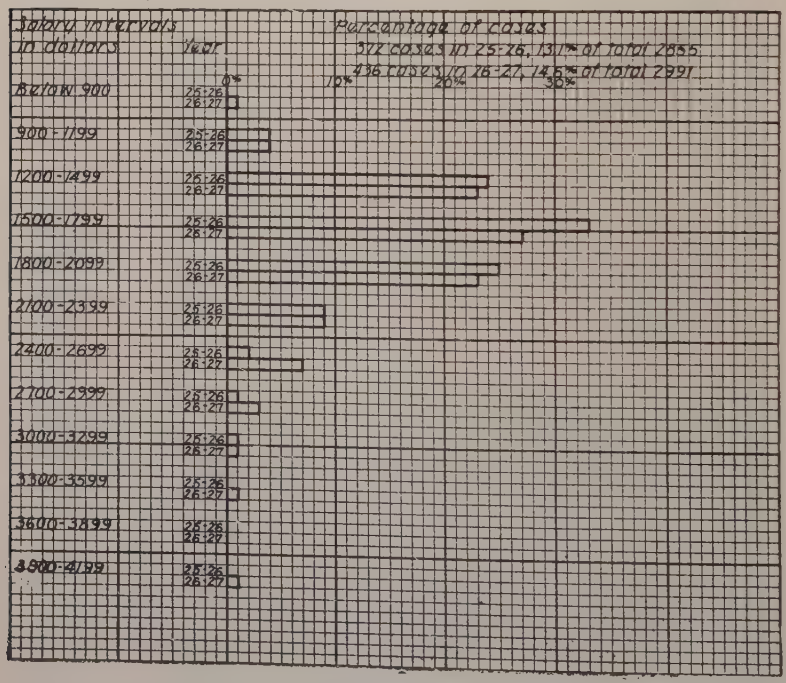

FIGURE 14. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING BOTH COLLEGE AND GRADUATE SCHOOL TRAINING

Read: Of the new teachers who have both college and graduate training (372 in '25–26 and 436 in '26–27) one per cent in '26–27 received salaries below $900; four per cent in each year received from $900 to $1200, etc.

The uniformity of distribution during the two years is striking.

The total range is broader than that of any other preparation.

The mode in the 1500–1800 interval is but slightly above the group distribution in either of the two adjacent intervals.

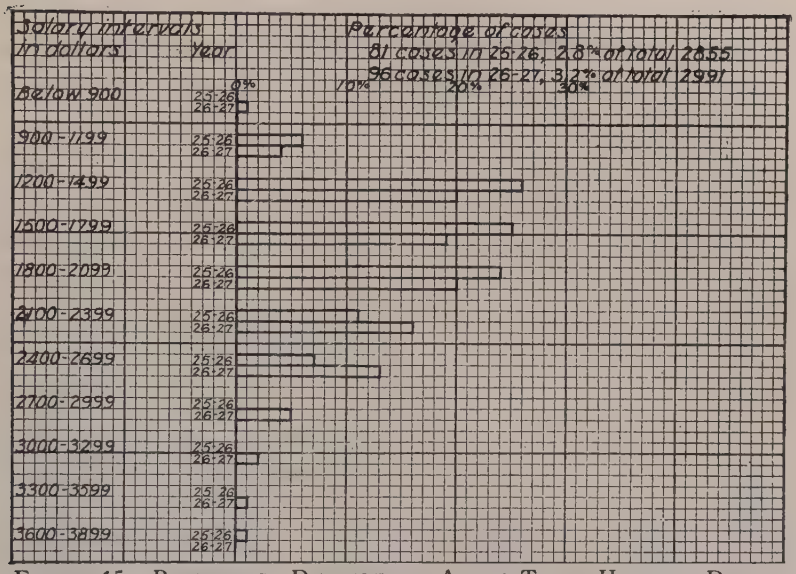

FIGURE 15. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING TRAINING IN NORMAL SCHOOL, COLLEGE, AND GRADUATE SCHOOL

Read: Of the new teachers who have been trained in normal school, college, and graduate school (81 in '25–26 and 96 in '26–27) one per cent in '26–27 received salaries below $900; six per cent in '25–26 and four per cent in '26–27 received from $900 to $1200; etc.

Uniformity between the two years is less noticeable than in any other preparation group. In the lower salary intervals the percentage of teachers is lower and in the higher intervals higher in '26–27 than in '25–26. For this combination of preparation the salaries were higher in '26–27 than in the previous year.

The total distribution is broader than for the normal school group or the college group, but narrower than for the college and graduate school group.

3. *Salary and Experience*

The experience of new teachers was treated in Chapter III. At this point an inquiry is proposed into the relation between the experience of new teachers and their salaries. To discover this relation Table XXII was prepared showing the distribution among three-hundred-dollar salary intervals of the new teachers having experience at each five-year interval used in Table X. Figure 16 is a graphical comparison of the medians of Table XXII.

An examination of Table XXII and Figure 16 discloses the fact that the median salaries paid new teachers without experience were practically equal in the two years studied. This same equality of median salary for the two years held for new teachers with experience up to five years. For each experience level above five years the median salary of the year 1926–27 was markedly in advance of that of the year 1925–26. A critical term of experience beyond which median salary ceased to rise with experience was found to be for 1925–26 ten years, and for 1926–27 fifteen years. The small number of cases concerned however, in the experience intervals of the higher number of years, especially those above twenty years' experience, tends to render less significant the median salaries.

Table XXIII shows the percentage distribution among salary intervals of new teachers who have had experience represented by each five-year interval. From it is taken the information regarding each experience-interval group for graphical presentation in Figure 17 to Figure 24 inclusive.

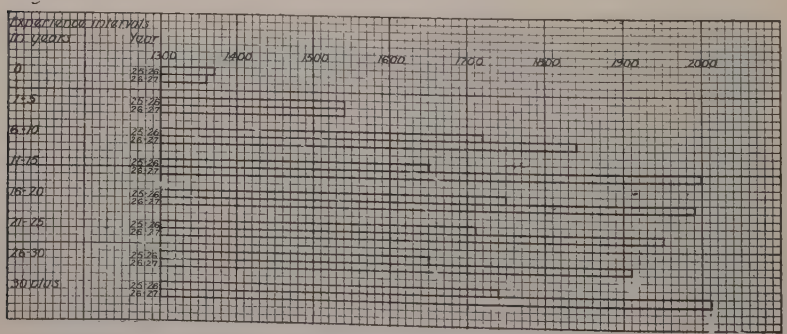

FIGURE 16. MEDIAN SALARIES OF NEW TEACHERS AT FIVE-YEAR EXPERIENCE LEVELS

DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS ON THE BASIS OF FIVE-YEAR INTERVALS OF EXPERIENCE

EXPERIENCE INTERVALS IN YEARS	YEAR	SALARY INTERVALS IN DOLLARS																
		BELOW 900	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	2700–2999	3000–3299	3300–3599	3600–3899	4200–4499	DAY	DATA	NO. TOTAL	MEDIAN	Q1–Q3
0	25–26	7	217	690	204	70	14	4	2	..	..	..	..	..	14	1222	1365	1234–1496
	26–27	16	208	732	192	60	8	2	1	1	..	..	2	2	26	1250	1360	1234–1484
1–5	25–26	6	95	406	324	206	47	13	3	1	1	..	..	..	..	1102	1542	1329–1797
	26–27	15	112	414	362	209	44	23	..	4	1	..	..	1	13	1198	1542	1323–1998
6–10	25–26	..	13	64	82	78	27	6	1	3	..	..	..	..	..	274	1720	1460–1979
	26–27	..	16	41	75	80	41	20	4	4	2	..	..	..	6	289	1839	1559–2102
11–15	25–26	..	3	28	35	20	6	2	..	2	..	1	..	..	15	112	1650	1428–1901
	26–27	..	3	16	18	34	11	21	11	1	2	..	..	1	1	119	1999	1688–2482
16–20	25–26	..	2	11	16	17	1	4	1	1	..	..	..	..	..	53	1753	1505–1990
	26–27	1	5	9	11	17	12	8	6	1	..	..	..	..	..	70	1985	1588–2344
21–25	25–26	1	2	3	12	5	3	2	..	..	..	..	..	..	..	28	1712	1544–1995
	26–27	1	3	3	5	7	2	4	4	..	1	..	..	..	..	30	1950	1575–2531
26–30	25–26	..	2	2	7	3	1	..	..	..	..	..	..	..	1	16	1650	1463–1825
	26–27	..	1	..	5	4	..	3	2	..	..	..	..	..	..	15	1913	1665–2525
30+	25–26	..	..	1	8	4	1	..	1	..	..	..	..	..	2	17	1744	1603–1969
	26–27	..	1	1	3	7	..	4	3	1	..	..	..	..	..	20	2014	1500–2615
No Data	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	31	31	..	..
	26–27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	25–26	14	334	1205	688	403	100	31	8	7	1	1	..	..	63	2855	..	..
	26–27	33	349	1216	671	418	118	85	31	12	6	..	2	4	46	2991	..	..

TABLE XXIII

PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS ON THE BASIS OF FIVE-YEAR INTERVALS OF EXPERIENCE

EXPERIENCE INTERVALS IN YEARS	YEAR	SALARY INTERVALS IN DOLLARS															
		BELOW 900	900–1199	1200–1499	1500–1799	1800–2099	2100–2399	2400–2699	2700–2999	3000–3299	3300–3599	3600–3899	4200–4499	DAY	NO DATA	TOTAL	NUMBER
0	25–26	.6	17.8	56.5	16.7	5.7	1.1	.3	.2	..	..	..	..	..	1.1	100	1222
	26–27	1.3	16.7	58.5	15.4	4.8	.6	.2	.1	.1	..	..	.2	.2	2.1	100	1250
1–5	25–26	.5	8.6	36.8	29.4	18.7	4.3	1.2	.3	.1	.1	..	..	..	..	100	1102
	26–27	1.3	9.3	34.6	30.2	17.4	3.7	1.9	..	.3	.1	..	..	.1	1.1	100	1198
6–10	25–26	..	4.3	23.4	30.0	28.5	9.9	2.2	.4	1.1	..	..	..	..	..	100	274
	26–27	..	5.5	14.2	26.0	27.7	14.2	6.9	1.4	1.4	.7	..	..	..	2.1	100	289
11–15	25–26	..	2.7	25.0	31.3	17.9	5.4	1.8	..	1.8	..	.9	..	..	13.4	100	112
	26–27	..	2.5	13.5	15.1	28.6	9.2	17.7	9.2	.8	1.7	..	..	.8	.8	100	119
16–20	25–26	..	3.8	20.8	30.2	32.1	1.9	7.5	1.9	1.9	..	..	..	..	..	100	53
	26–27	1.4	7.1	12.9	15.7	24.3	17.2	11.4	8.6	1.4	..	..	..	..	..	100	70
21–25	25–26	3.6	7.1	10.7	42.9	17.9	10.7	7.1	..	..	..	..	..	..	..	100	28
	26–27	3.3	10.0	10.0	16.7	23.3	6.7	13.3	13.3	..	3.3	..	..	..	..	100	30
26–30	25–26	..	12.5	12.5	43.8	18.8	6.2	..	..	..	..	..	..	..	6.2	100	16
	26–27	..	6.7	..	33.3	26.7	..	20.0	13.3	..	..	..	..	..	..	100	15
30+	25–26	..	..	5.9	47.1	23.6	5.9	..	5.9	.2	..	..	..	..	11.8	100	17
	26–27	..	5.0	5.0	15.0	35.0	..	20.0	15.0	5.0	..	..	..	..	..	100	20
No data	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	100	100	31
	26–27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....
Total	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2855
	26–27	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2991

Read Fig. 16: The median salaries of inexperienced new teachers in '25–26 was 1370 dollars and in '26–27 was 1360 dollars, etc.

The inexperienced group and the group with experience up to six years received median salaries which were practically equal for the two years studied. These two groups account for more than four-fifths of the total group. (See Table VIII.)

Marked discrepancies in experience intervals above five years show higher salary medians in '26–'27 than in '25–26.

Median salaries indicate that in the years studied experience above fifteen years (10 years in '25–26) added no salary value.

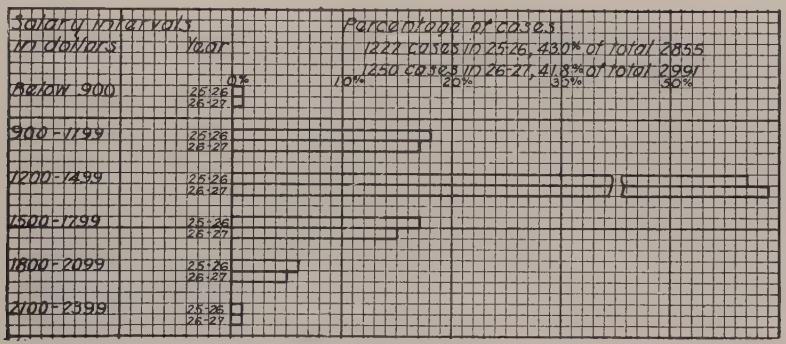

FIGURE 17. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF INEXPERIENCED NEW TEACHERS

Read: Of the inexperienced new teachers (1222 in '25–26 and 1250 in '26–27) one per cent in each year received salaries less than $900; eighteen per cent in '25–26 and seventeen per cent in '26–27 received from $900 to $1200, etc.

Uniformity between the two years is striking.

The total range is relatively narrow.

The mode in the 1200 to 1500 interval is pronounced, containing substantially more than half the cases and the distribution is practically symmetrical on both sides of this central tendency. These facts add significance to the median salary for the inexperienced group as shown in Table XXII and Figure 16.

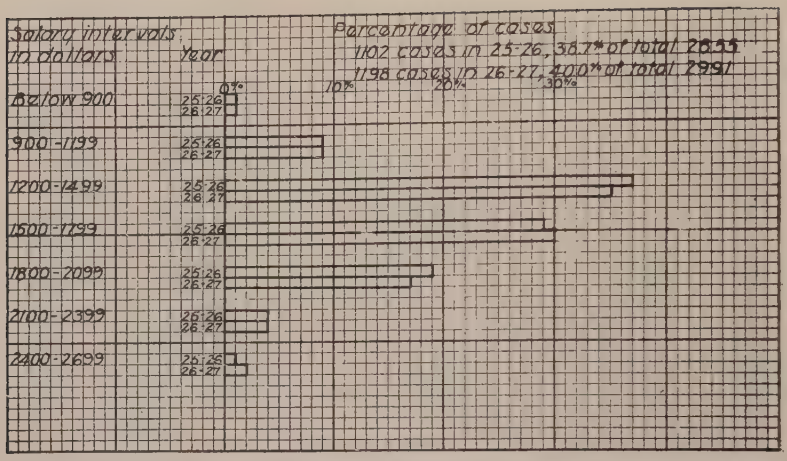

FIGURE 18. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING FROM ONE TO FIVE YEARS EXPERIENCE

Read: Of the new teachers having experience of from one to five years (1102 in '25–26 and 1198 in '26–27) one per cent in each year received salaries below $900; nine per cent in each year received from $900 to $1200; etc.

The uniformity over the two years is striking throughout.

The total range is broader than that of the no-experience group, but narrower than any other experience group.

A rather decided mode occurs in the 1200–1500 interval and there is marked skewness toward the higher salary intervals, so that the median falls in the next higher interval.

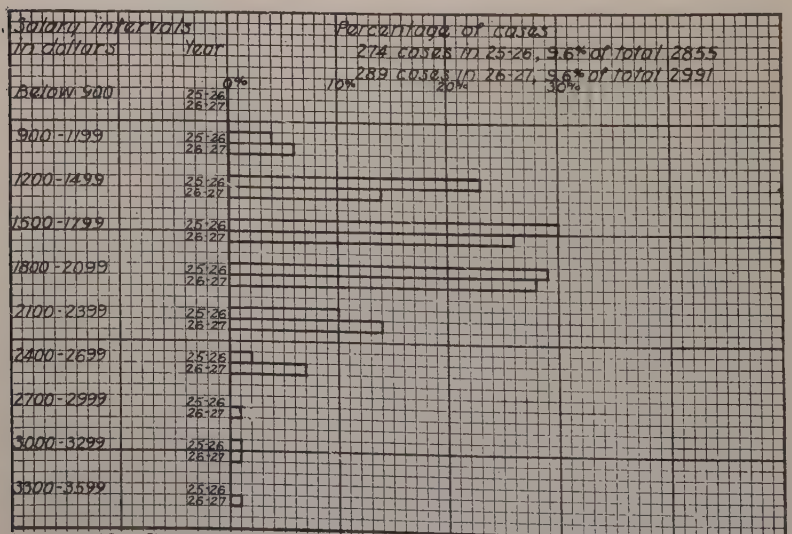

FIGURE 19. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING FROM SIX TO TEN YEARS EXPERIENCE

Read: Of the new teachers having experience of from six to ten years (274 in '25–26 and 289 in '26–27) no one received less than $900; four per cent in '25–26 and six per cent in '26–27 received from $900 to $1200, etc.

The uniformity over the two years is disturbed by a slight tendency for the higher salaries to be paid in '26–27 than in '25–26, *i. e.*, a smaller percentage in that year than in the other tend to receive the smaller salaries and a relatively larger percentage to receive the higher.

The total range of distribution of the group is broader than either of the groups with less experience.

The mode of the distribution is not very pronounced in any salary interval, but the distribution is fairly normal.

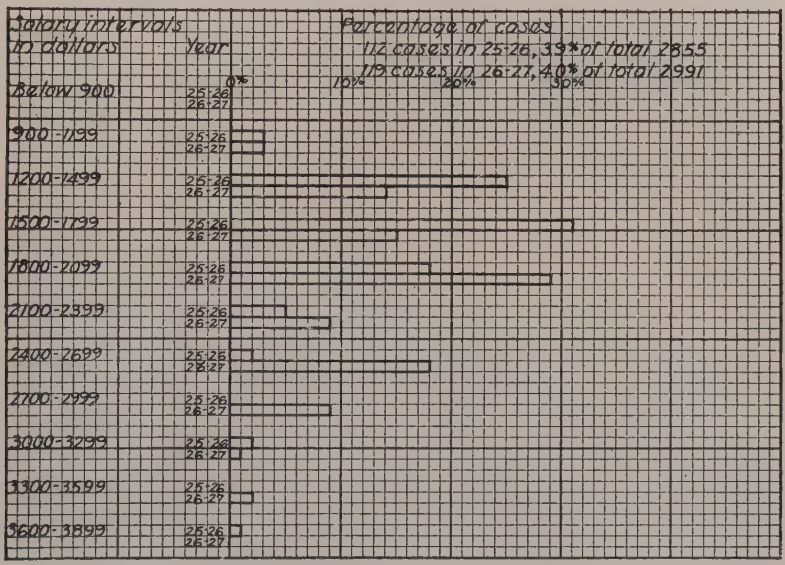

FIGURE 20. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING FROM ELEVEN TO FIFTEEN YEARS EXPERIENCE

Read: Of the new teachers having experience of from eleven to fifteen years (112 in '25–26 and 119 in '26–27) no one received less than $900; three per cent in each year received from $900 to $1200, etc.

The tendency toward higher salaries in '26–27 than in the previous year is in evidence.

The range of distribution is broader than that of any group having less experience.

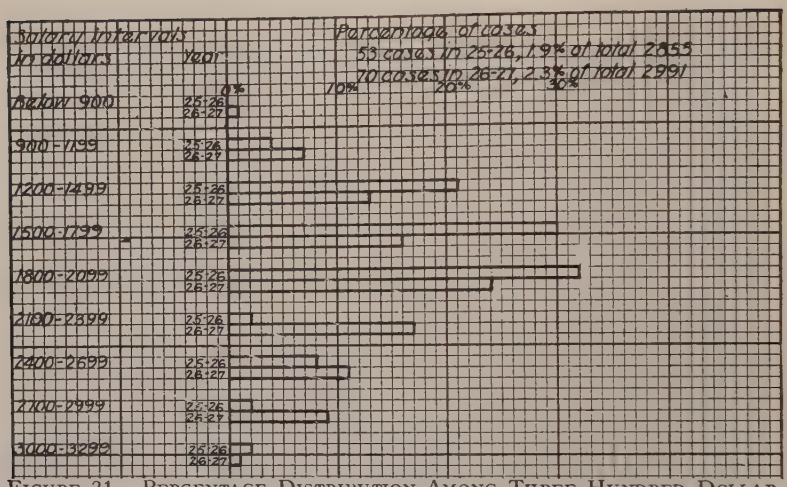

FIGURE 21. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING FROM SIXTEEN TO TWENTY YEARS EXPERIENCE

Read as Figures 17–20.

Relatively small number of cases tends to vitiate comparisons with other figures.

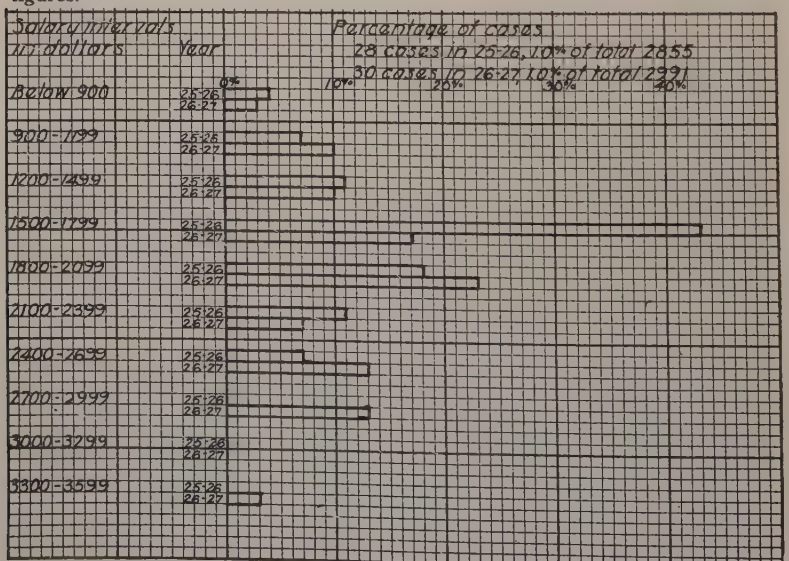

FIGURE 22. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING FROM TWENTY-ONE TO TWENTY-FIVE YEARS EXPERIENCE

Read as Figures 17–20.

Too few cases for reliable comparisons.

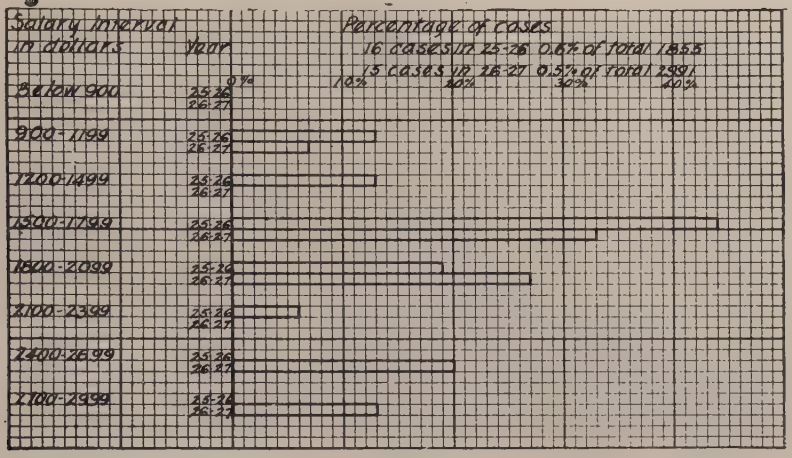

FIGURE 23. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING TWENTY-SIX TO THIRTY YEARS EXPERIENCE

Red as Figures 17–20.

Tooa few cases for reliable comparisons.

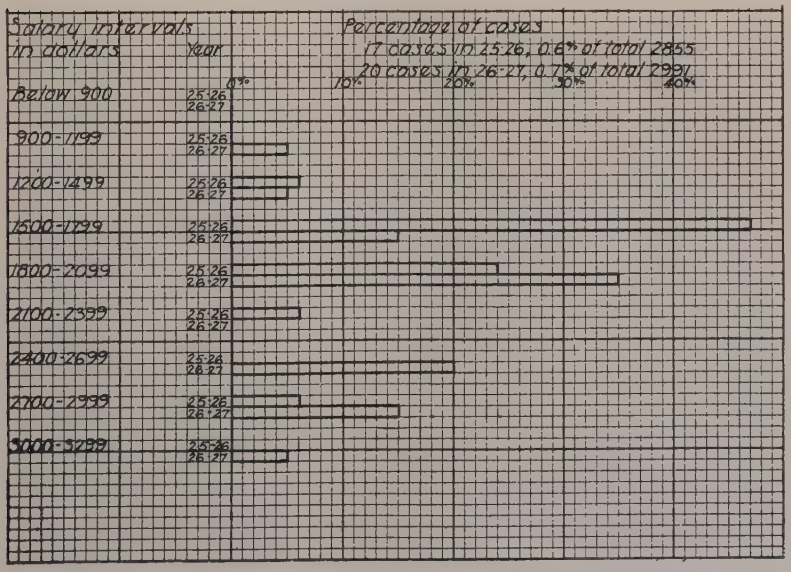

FIGURE 24. PERCENTAGE DISTRIBUTION AMONG THREE HUNDRED DOLLAR SALARY INTERVALS OF NEW TEACHERS HAVING MORE THAN THIRTY YEARS EXPERIENCE

Read as Figures 17–20.
Too few cases for reliable comparisons.

4. *Conclusions Regarding Salary*

(1) On a basis of $300 salary intervals the percentages of all new teachers are practically constant for the two years in any interval.

(2) The median salary for 1925–26 was $1463 and the middle fifty per cent of the group received salaries between $1290 and $1695. The following year the median was $1472 and the limits of the middle fifty per cent were $1293 and $1775. It seems reasonable to conclude that until salary schedules in Pennsylvania change from their status in 1925–26 and 1926–27 the chances are equal that new teachers will receive a salary between $1300 and $1800.

(3) Judged on the basis of median salary received by groups who received their training at the various types of institutions, the best paid preparation is a combination of normal school, college, and graduate school. This combination is but slightly better paid however, than that of college and graduate school without normal school, each group receiving a median salary above $1700 and the median of the combination including the normal school reaching $1900 in 1926–27.

(4) The group trained in normal school and college received a median salary between $1500 and $1600.

(5) The median salary of the college-trained group was just above $1400 and of the normal school-trained group just under that amount.

(6) The groups trained in special schools were small and a wide divergence of median salaries in the two years discourages any statement which might be used as guidance.

(7) The salary value of experience as based on median salaries received by groups at five-year experience intervals was constant for the two years for the inexperienced group and for the group having experience from one year to five years, being approximately $1360 for the group without experience and $1540 for the group with experience up to and including five years. These

two groups include 82 per cent of the total number of new teachers employed each year.

(8) In each experience interval above five years discrepancies exist in median salaries paid new teachers during the two years. In each case the higher median salary was paid in the latter of the two years, the difference ranging from $140 to $350.

(9) In 1925–26 experience above ten years, and in 1926–27 above fifteen years, as shown by median salaries paid groups in experience intervals was not rewarded by increased salary.

VII

Number of Periods Per Week Taught

The quantity of work required, the teaching load, of any teacher is affected by the number of pupils instructed and by the number of periods per day or per week in which instruction is given. The information regarding the number of pupils met was found to be untrustworthy, due probably to varied interpretations of those making reports (see Figure 1, column 10). The number of periods per week taught by new teachers however has been analyzed. It has been thought best to describe (1) the total situation of the entire state, and (2) to separate out with respect to this trait each class of secondary school.

1. *The Total Situation*

For tabulation an interval of five periods per week was arbitrarily chosen. The total number of new teachers employed for each of the two years studied was distributed among these intervals with results shown in Table XXIV and Figure 25. The fact that part-time teachers are included causes the distribution to show a slight representation in the lower intervals, about eight per cent of the total number teaching fifteen or fewer periods per week. The range is extended at the other end of the distribution to more than fifty periods per week, though only about five per cent of the total number teach more than thirty-five periods per week. The median number of periods per week is, in round numbers, twenty-seven and the middle fifty per cent of the total number teach between twenty-two and thirty periods per week, consistently through the two years studied.

TABLE XXIV

NUMBER AND PERCENTAGE DISTRIBUTIONS AMONG FIVE-PERIOD INTERVALS OF NEW TEACHERS AS TO NUMBER OF PERIODS PER WEEK TAUGHT

PERIODS (PER WEEK) INTERVALS	YEAR	NUMBER	PER CENT
1–5	25–26	69	2.4
	26–27	72	2.4
6–10	25–26	76	2.7
	26–27	102	3.4
11–15	25–26	65	2.3
	26–27	84	2.8
16–20	25–26	169	5.9
	26–27	238	8.0
21–25	25–26	756	26.6
	26–27	812	27.2
26–30	25–26	1062	37.3
	26–27	1086	36.2
31–35	25–26	397	13.9
	26–27	390	13.0
36–40	25–26	132	4.6
	26–27	123	4.1
41–45	25–26	8	.3
	26–27	9	.3
46–50	25–26	3	.1
	26–27	3	.1
50 plus	25–26	3	.1
	26–27	4	.1
No data	25–26	115	4.0
	26–27	68	2.3
Total	25–26	2855	100
	26–27	2991	100
Median	25–26	27.1	
	26–27	26.7	
Q1–Q3	25–26	23.0—30.3	
	26–27	22.4—30.1	

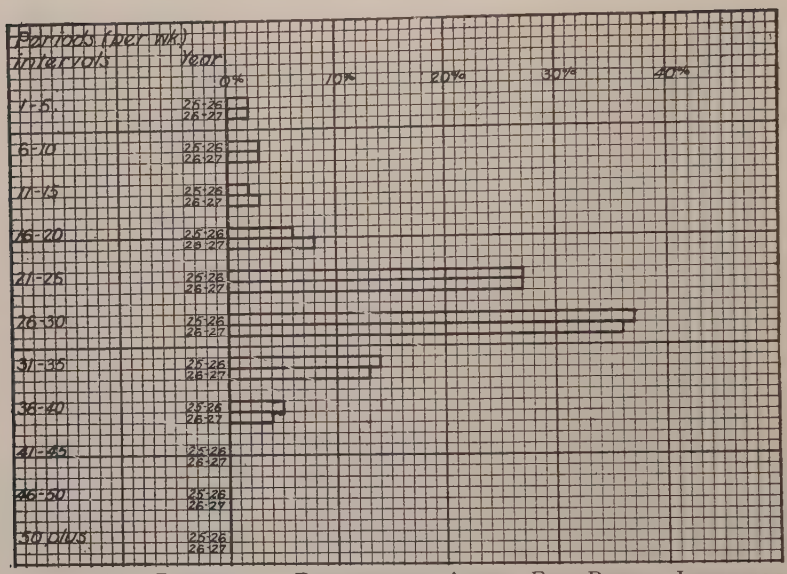

FIGURE 25. PERCENTAGE DISTRIBUTION AMONG FIVE-PERIOD INTERVALS OF NEW TEACHERS AS TO NUMBER OF PERIODS PER WEEK TAUGHT

Read: Of all new teachers in two years studied (2855 in '25–26 and 2991 in '26–27) two per cent in each year taught from one to five periods; three per cent in each year from six to ten periods, etc.

Total range from one period to more than fifty periods.

Nearly 64 per cent of all new teachers teach between twenty and thirty periods per week. (Median 27, approx.)

Conditions practically constant for the two years.

2. *The Number of Periods Per Week Taught by New Teachers in Each Class of School*

The classification of schools here used is that of the Department of Public Instruction,[1] used ealier in the study. It consists of eight classes: (1) Four-Year High Schools, (2) Three-Year High Schools, (3) Two-Year High Schools, (4) Junior-Senior High Schools, (5) Senior High Schools, (6) Junior High Schools,

[1] Commonwealth of Pennsylvania, Department of Public Instruction, (Bulletin No. 27, 1926). *Classification of Secondary Schools.*

(7) Vocational High Schools, (8) Non-Classified High Schools. The distribution table, Table XXV, uses the five-period-per-week intervals already used in Table XXIV. The median number of periods per week taught by new teachers in each class of school is shown graphically in Figure 26.

The median teaching load as expressed in periods per week is strikingly constant over the two-year period in each class of school except the non-classified schools. While the three-year schools, the vocational schools, and the two-year schools have median loads expressed in many more hours per week than the other schools, the relatively small number of new teachers employed in the total number of these schools in the state (see Table IV) causes these higher medians to affect but little the total median. On the other hand, from the standpoint of the prospective teacher in one of these classes of schools the facts here shown are of real significance to the extent that conditions in the two years studied may be prognostic in nature. On the same basis, employment in four-year schools, junior-senior schools, junior schools, and senior schools may be expected to demand fewer teaching hours. It should be noted in passing that in 1926–27 there were thirty-nine fewer three-year high schools and twenty-seven fewer two-year high schools than in the previous year.[2]

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[2] Commonwealth of Pennsylvania, Department of Public Instruction, *Classification of Secondary Schools.* (Bulletin No. 27, 1926. Part III, Table No. 1.) Cf. Bulletin No. 27, 1927, Table II.

TABLE XXV

Distribution Among Five-Period Intervals of New Teachers in Each Class of School as to Number of Periods Per Week Taught

Class of School	Year	Intervals in Periods Per Week														
		1–5	6–10	11–15	16–20	21–25	26–30	31–35	36–40	41–45	46–50	50 Plus	No Data	Total	Median	Q1–Q3
4 Yr.	25–26	49	51	41	102	413	620	250	43	..	1	..	81	1651	27.0	22.8–30.2
	26–27	47	75	53	136	436	680	197	41	..	..	1	40	1706	26.6	22.2–29.7
3 Yr.	25–26	5	6	1	2	30	78	61	19	..	..	1	1	205	29.7	26.4–23.5
	26–27	6	5	3	4	25	59	57	13	1	..	..	..	173	29.5	26.0–33.6
2 Yr.	25–26	3	4	4	2	8	20	17	35	6	2	..	6	107	33.9	27.3–38.6
	26–27	7	2	3	2	10	7	11	30	5	1	..	..	78	35.1	24.0–39.0
Jr.–Sr.	25–26	7	6	5	17	73	106	16	8	..	..	..	3	241	26.5	22.7–29.3
	26–27	7	7	13	49	134	121	31	8	..	..	..	22	392	25.0	21.6–28.7
Sr.	25–26	2	1	1	9	22	21	3	4	..	..	1	5	69	25.3	21.7–29.1
	26–27	1	3	1	15	57	61	27	..	..	..	1	5	171	26.6	22.9–30.0
Jr.	25–26	3	7	12	35	192	191	25	8	..	..	..	19	492	25.7	22 6–28.8
	26–27	1	8	9	26	136	119	42	11	..	2	..	1	355	25.9	22.7–29.7
Voc.	25–26	..	..	1	2	15	19	23	14	..	..	..	..	74	31.0	26.1–35.0
	26–27	..	1	..	5	11	37	24	19	1	..	..	..	98	30.5	27.1–35.4
Non-classified.	25–26	..	1	..	..	3	7	2	1	1	..	1	..	16	28.9	26.0–33.5
	26–27	3	1	2	1	3	2	1	1	2	..	2	..	18	24.3	11.5–38.5
Total.	25–26	69	76	65	169	756	1062	397	132	8	3	3	115	2855	27.1	23.0–30.3
	26–27	72	102	84	238	812	1086	390	123	9	3	4	68	2991	26.7	22.4–30.1

TABLE XXVI

PERCENTAGE DISTRIBUTION AMONG FIVE-PERIOD INTERVALS OF NEW TEACHERS IN EACH CLASS OF SCHOOL AS TO NUMBER OF PERIODS PER WEEK TAUGHT

CLASS OF SCHOOL	YEAR	INTERVALS IN PERIODS PER WEEK													
		1–5	6–10	11–15	16–20	21–25	26–30	31–35	36–40	41–45	46–50	50 PLUS	NO DATA	TOTAL	NUMBER OF CASES
4 Yr.	25–26	3.0	3.1	2.5	6.2	25.0	37.6	15.1	2.6	..	.1	..	..	100	1651
	26–27	2.8	4.4	3.1	8.0	25.6	39.9	11.6	2.4	..	..	..	2.3	100	1706
3 Yr.	25–26	2.4	2.9	.5	1.0	14.6	38.1	29.8	9.3	.5	..	.5	.5	100	205
	26–27	3.5	2.9	1.7	2.3	14.5	34.2	33.0	7.5	.6	..	..	..	100	173
2 Yr.	25–26	2.8	3.7	3.7	1.9	7.5	18.7	15.9	32.8	5.6	1.9	..	5.6	100	107
	26–27	9.0	2.6	3.8	2.6	12.8	9.0	14.1	38.5	6.4	1.3	..	..	100	78
Jr.–Sr.	25–26	2.9	2.5	2.1	7.1	30.3	44.0	6.6	3.3	..	..	..	1.2	100	241
	26–27	1.8	1.8	3.3	12.5	34.2	30.9	7.9	2.0	..	..	..	5.6	100	392
Sr.	25–26	2.9	1.4	1.4	13.1	31.9	30.4	4.3	5.8	..	..	1.4	7.3	100	69
	26–27	.6	1.8	.6	8.8	33.4	35.7	15.8	..	..	..	.6	2.9	100	171
Jr.	25–26	.6	1.4	2.4	7.1	39.1	38.9	5.1	1.6	..	..	..	3.9	100	492
	26–27	.3	2.3	2.5	7.3	38.4	33.6	11.9	3.1	..	.6	..	.3	100	355
Voc.	25–26	..	..	1.4	2.7	20.0	25.7	31.1	18.9	..	..	..	..	100	74
	26–27	1.0	..	..	5.1	11.2	37.8	24.5	19.4	1.0	..	..	..	100	98
Non-classified.	25–26	..	6.3	..	..	18.8	43.7	12.5	6.3	6.3	..	6.3	..	100	16
	26–27	16.7	5.6	11.1	5.6	16.7	11.1	5.6	5.6	11.1	..	11.1	..	100	18
Total.	25–26	2.4	2.7	2.3	5.9	26.6	37.3	13.9	4.6	.3	.1	.1	4.0	100	2855
	26–27	2.4	3.4	2.8	8.0	27.2	36.2	13.0	4.1	.3	.1	.1	2.3	99	2991

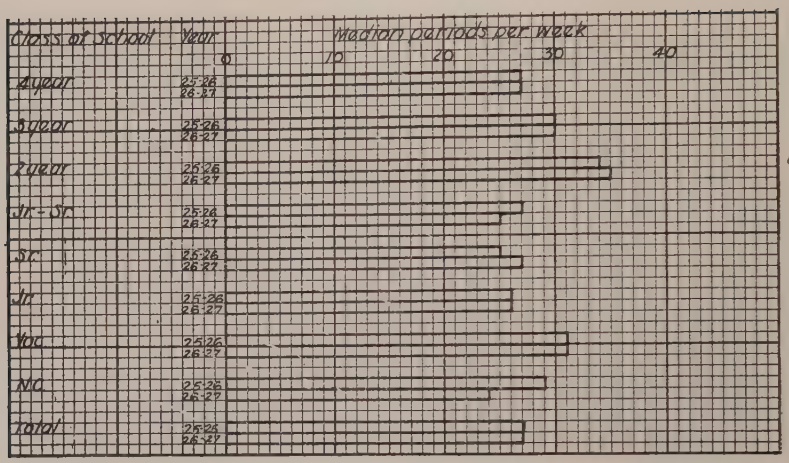


FIGURE 26. MEDIAN NUMBER OF PERIODS PER WEEK TAUGHT BY NEW TEACHERS IN EACH CLASS OF SCHOOL

Read: The median number of periods per week taught by new teachers in four-year schools was for each year studied twenty-seven, etc.

The medians for the two years in each class of school were almost identical.

The highest median was in the two-year school, and the lowest in the junior-senior school.

Of all the classified schools, only the two-year schools and the vocational schools showed medians above thirty; the other classes ranging between twenty-five and thirty.

Table XXVI is Table XXV reduced to percentage, using as a base for each class of school the number of new teachers employed in that class of school. Its material is shown graphically in Figures 27 to 34 inclusive, one figure for the distribution of new teachers in each class of school. There is general consistency throughout between the two years studied as regards the periods per week taught. The total ranges of distribution are broad but the central tendencies are pronounced. The dominance, in so far as new teachers are concerned, of the whole secondary field by the four-year high schools, and pronounced central tendency within that group make the chances about three to five that a new teacher in Pennsylvania's secondary schools will teach between twenty and thirty periods per week in a four-year high

school. This statement is limited by the extent to which conditions existing from 1925–27 will continue in the future. The apparent decrease in the number of three-year and two-year high schools will probably continue to reduce the market for new teachers in these two classes of schools and cause a corresponding increase in the four-year and the junior-senior schools.

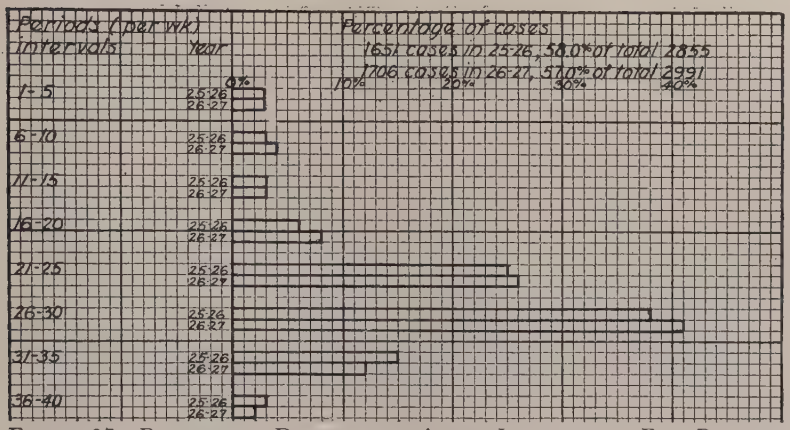


FIGURE 27. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

FOUR YEAR HIGH SCHOOLS

Read: Of all new teachers in 4-yr. high schools (1651 in '25–26 and 1706 in '26–27) three per cent in each year taught from one to five periods per week.

The total range was from one period to forty periods per week though about sixty-five per cent of the group taught between twenty and thirty periods per week. (The median was twenty-seven periods per week in each year.)

No marked differences existed in any interval of periods per week between the two years.

It should be noted that nearly sixty per cent of all new teachers in each year are included in this distribution.

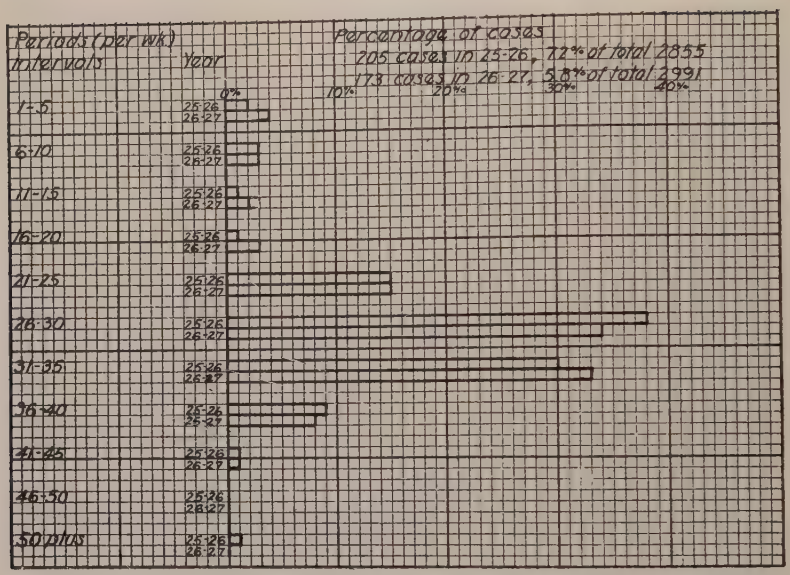


FIGURE 28. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

THREE-YEAR HIGH SCHOOLS

Read: Of all new teachers in three-year high schools (205 in '25–26 and 173 in '26–27) two per cent in '25–26 and four per cent in '26–27 taught from one to five periods per week, etc.

The total range was from one period to more than fifty periods per week but about sixty-five per cent of the group taught between twenty-five and thirty-five periods per week. (The median was thirty periods per week in each year.)

No marked inconsistencies existed between the two years.

The decreasing number of schools is probably responsible for the fewer new teachers in '26–27.

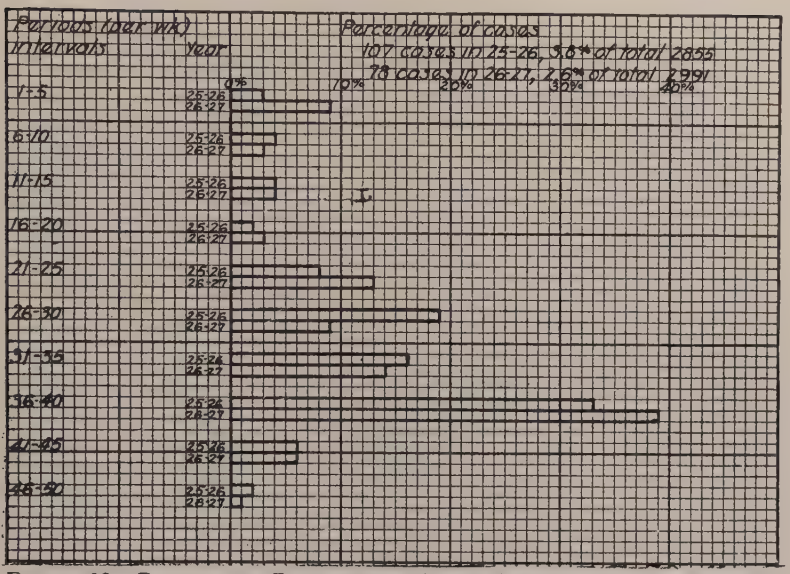


FIGURE 29. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

TWO-YEAR HIGH SCHOOLS

Read: Of all new teachers in two-year high schools (107 in '25–26 and 78 in '26–27) three per cent in '25–26 and nine per cent in '26–27 taught from one to five periods per week, etc.

The total range of distribution extends from one period to fifty periods per week with a mode in the 36–40 interval though the median is 34 in '25–26 and 35 in '26–27.

There is lack of uniformity between the two years.

The decreasing number of schools is probably responsible for the fewer new teachers in '26–27

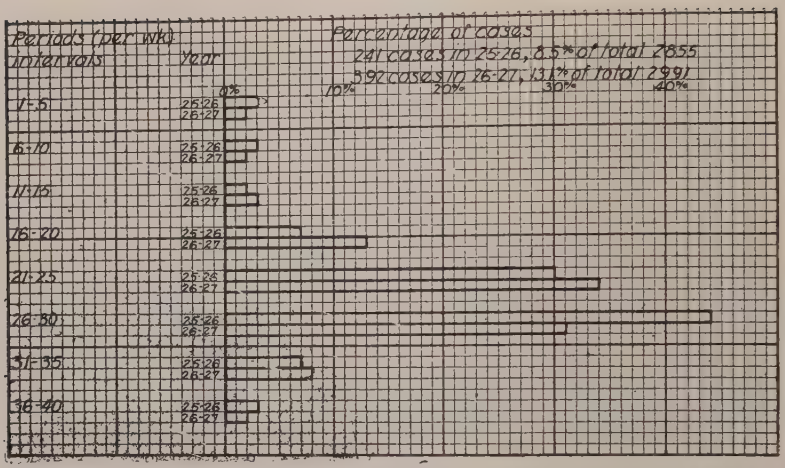


FIGURE 30. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

JUNIOR-SENIOR HIGH SCHOOLS

Read: Of all new teachers in Jr.-Sr. high schools (241 in '25–26 and 392 in '26–27) three per cent in '25–26 and two per cent in '26–27 taught from one to five periods per week, etc.

The total range of distribution was from one period to forty periods per week but approximately seventy per cent of the group taught from twenty to thirty periods per week. (The median was 27 periods and 25 periods per week respectively in the two years.)

The two years are fairly consistent.

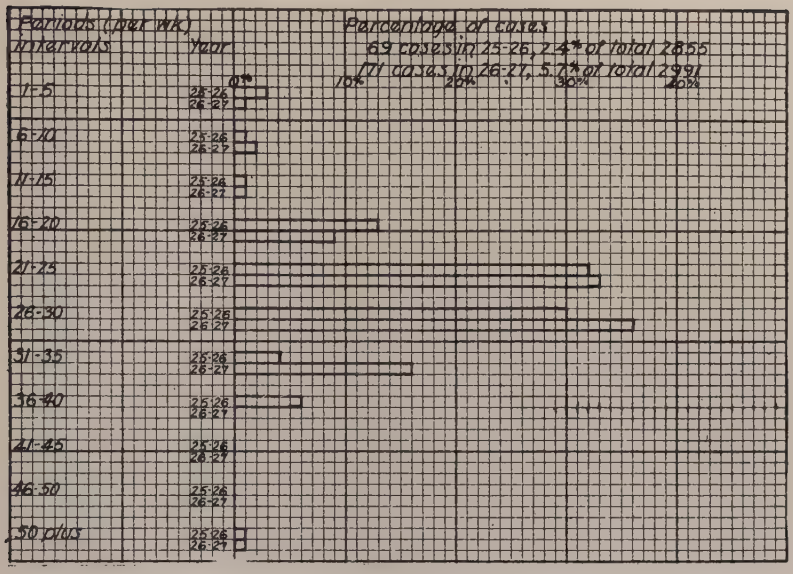


FIGURE 31. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

SENIOR HIGH SCHOOLS

Read: Of all new teachers in Sr. high schools (69 in '25–26 and 171 in '26–27) three per cent in '25–26 and one per cent in '26–27 taught from one to five periods per week, etc.

The total range of the distribution is from one period to more than fifty periods per week but more than sixty per cent of the total taught from twenty to thirty periods per week. (The medians for the two years were respectively 25 and 27 periods per week.)

The two years are rather consistent throughout the distribution.

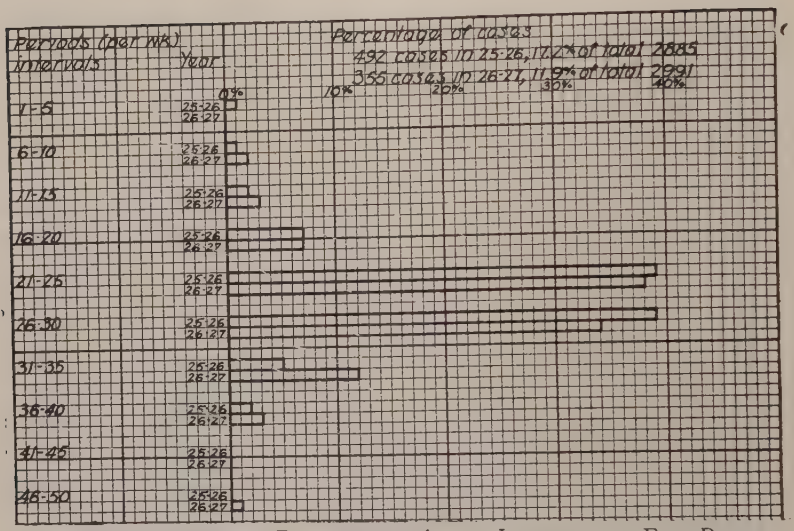


FIGURE 32. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

JUNIOR HIGH SCHOOLS

Read: Of all new teachers in Jr. high schools (492 in '25–26 and 355 in '26–27) one per cent in '25–26 taught from one to five periods per week, etc.

The total range of distribution is broad—from one period to fifty periods per week, but more than seventy per cent of the group taught from twenty to thirty periods per week. The median was 26 periods each year.)

The two years are consistent as to percentages of new teachers in each interval except 31–35.

This class of school is second only to the 4-year school in number of new teachers employed.

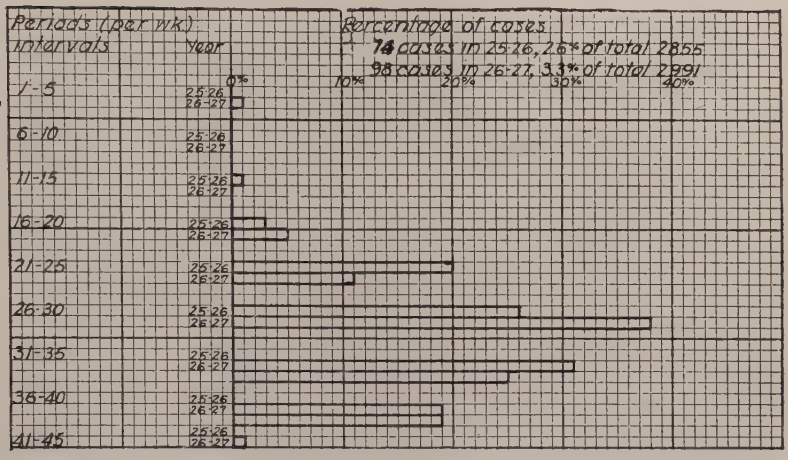


FIGURE 33. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

VOCATIONAL HIGH SCHOOLS

Read: Of all new teachers in Vocational high schools (74 in '25–26 and 98 in '26–27) one per cent in '26–27 taught from one to five periods per week, etc.

The total range of the distribution is from less than five to forty-five periods per week, but about fifty per cent of the total taught between twenty-five and thirty-five periods per week. (The median was 31 periods per week in each year.)

The two years are not markedly consistent in this distribution.

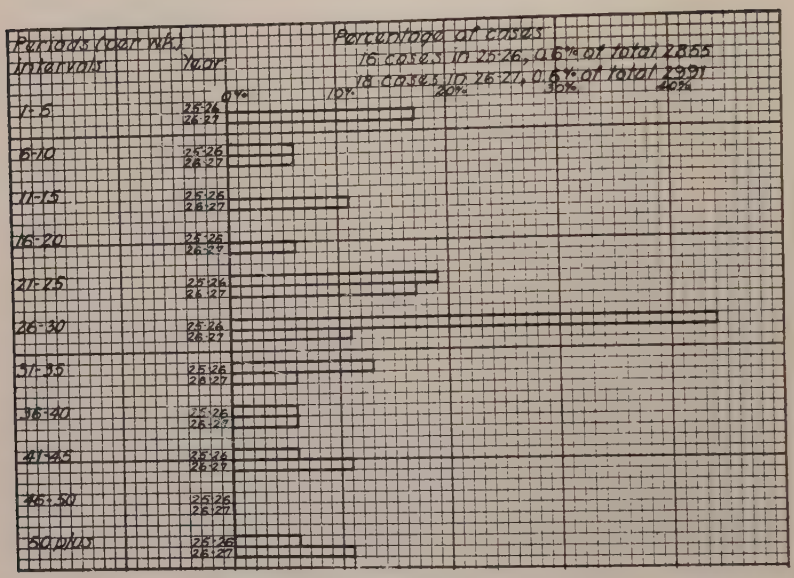


FIGURE 34. PERCENTAGE DISTRIBUTION AMONG INTERVALS OF FIVE PERIODS PER WEEK OF NEW TEACHERS ON THE BASIS OF PERIODS PER WEEK TAUGHT

NON-CLASSIFIED SCHOOLS

The numbers of new teachers employed are so small and the total situation so unlike any other class of school that the distribution is scarcely significant at all. It is presented merely to complete the list.

3. *Conclusions Regarding Periods Per Week Taught*

(1) During the two years studied the practice as to number of periods per week taught by new teachers did not change appreciably.

(2) Part-time teachers among the new teachers studied probably tend to cause an apparent spread of the number of periods per week taught toward the lower number of periods while the existing three-year and two-year high schools, apparently decreasing in number, employing a relatively small number of teachers, tend to cause a spread toward the higher numbers of periods per week taught.

(3) Rather well defined central tendencies indicate that new teachers teach between twenty and thirty periods per week.

VIII

Teaching Programs of New Teachers

1. *Subject Combinations*

Regarding the new-teacher programs from the qualitative standpoint, the following questions arise: (1) How many subjects do they contain? (2) What is the tendency for programs containing each subject to contain combinations of one or more other subjects? (3) What are the actual combinations of each subject in programs with each other subject? The same questions referring to the sponsoring of social activities are in point as relating to a part of the activities in which the new teacher is required to engage, and for which therefore he should prepare. The answers to these questions with reference to subjects taught and to social activities sponsored present a somewhat definite picture of what the new teacher has done in the schools during the time studied. The following section of the study attempts to set up this picture.[1]

(1). How Many Subjects Does Each New Teacher Teach?

To determine the number of subjects in the teaching program of each new teacher the entries in column number three (see Figure 1) of the official reports were counted. The counting is a simple process but tabulation was not quite so simple. Difficulties were experienced in classifying subjects within such general groups as language, mathematics, science, and social studies. It would obviously be desirable definitely to distinguish French from Latin, algebra from trigonometry, general science from chemistry, and European history from problems of democracy, but the form of the entries in the report made such distinctions questionable in some instances and impossible in others. After much experimentation the following somewhat inconsistent designation of subjects was chosen as the most valuable under the

[1] The difference between experienced and inexperienced new teachers with respect to subject combinations was slight. See Scope and Limitations, page 3.

circumstances: (1) Agriculture, (2) Art, (3) Commercial Studies, (4) English, (5) Geography, (6) Gu dance, (7)Hea.th, (8) Home Economics, (9) Language, (10) French, (11) German, (12) Latin, (13) Spanish, (14) Mathematics, (15) Music, (16) Physical Education, (17) Practical Arts, (18) Science, (19) Biology, (20) Chemistry, (21) General Science, (22) Physics, (23) Social Studies, (24) Library. In studies somewhat closely related to this Douglass[2] classifies twelve subjects and Buckingham[3] uses a classification of twenty-two subjects and a summary division of "All Others".

The reports for new teachers show a range in the number of subjects per teacher from one to six, or to "all" in the cases of one-teacher schools. In fact one teacher in a two-teacher school during 1926–27 lists eight different subjects. This single case, being entirely atypical, is listed under "all" in Table XXVII.

TABLE XXVII

NUMBER AND PER CENT TOTAL OF NEW TEACHERS HAVING TEACHING PROGRAMS OF ONE, TWO, THREE, FOUR, FIVE, SIX, OR "ALL" SUBJECTS

	NUMBER OF SUBJECTS PER PROGRAM								
YEAR	1	2	3	4	5	6	ALL	?	T
Number									
25–26	1549	841	282	63	19	3	50	48	2855
26–27	1684	886	273	56	17	2	39	34	2991
Percent									
25–26	54.4	29.5	10.0	2.2	.7	.1	1.8	1.6	100
26–27	56.4	29.7	9.1	1.9	.6	.1	1.3	1.1	100

Table XXVII and Figure 35 show that the number of subjects per new teacher's program is practically identical throughout the two years. About fifty-five per cent of all new teachers teach but one subject, thirty per cent teach two subjects, and

[2] DOUGLASS, A. A.—Market for Prospective High School Teachers, *School and Society* XIII: 602–606.

[3] BUCKINGHAM, B. R.—*Supply and Demand in Teacher Training.* Ohio State University Studies II, 15 Bureau Educational Research Monograph No. 4, Chapter X.

ten per cent teach three subjects. Thus ninety-five per cent of all new teachers teach three or fewer subjects. The distribution of this information among the several subjects is shown in Table XXX.

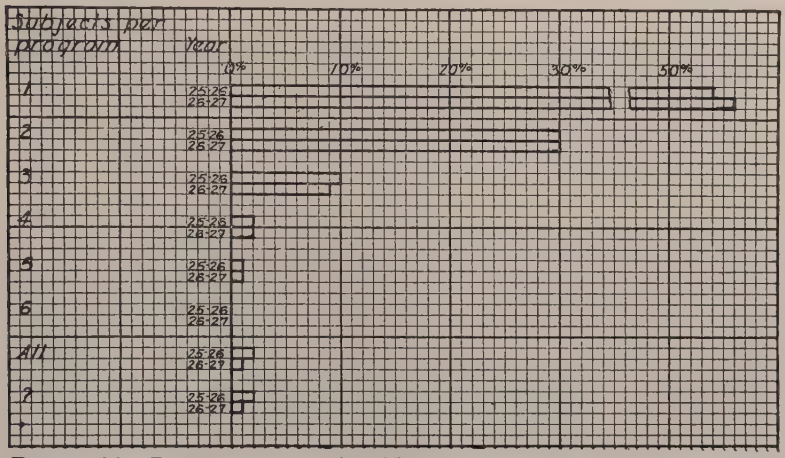


FIGURE 35. PERCENTAGES OF ALL NEW TEACHERS HAVING PROGRAMS OF ONE, TWO, THREE, FOUR, FIVE, SIX, OR "ALL" SUBJECTS

Read: Of all new teachers those teaching only one subject in '25–26 comprised fifty-four per cent of the group and in '26–27 fifty-six per cent of the group, etc.

The two years studied show practically identical conditions with respect to programs of each number of subjects.

More than half of new teachers taught one subject each, more than four-fifths taught one or two, and more than nine-tenths taught three or fewer subjects.

(2). Number of New Teachers in Each Subject.

Table XXVIII presents the market from the standpoint of number and per cent total of new teachers employed during the two-year period as distributed among the various subjects. Social Studies and English lead the group, each subject being taught by more than one-fourth of the entire group. Because of combinations of subjects however, this does not mean that half of all new teachers teach only these subjects. A subsequent part of the study (Tables XXXI and XXXII) will show the combinations of subjects in teachers' programs. For the

same reason a total of the several percentages of Table XXVIII is omitted. That is to say, since some new teachers give instruction in both Social Studies and English, if the numbers giving instruction in each were added and the process continued with respect to all the other subjects, the result obtained would contain many repetitions and would not represent the total number of new teachers. The totals given in Table XXVIII are the check totals for the two years used throughout the study and placed here for reference, but not obtained by addition of parts of this table.

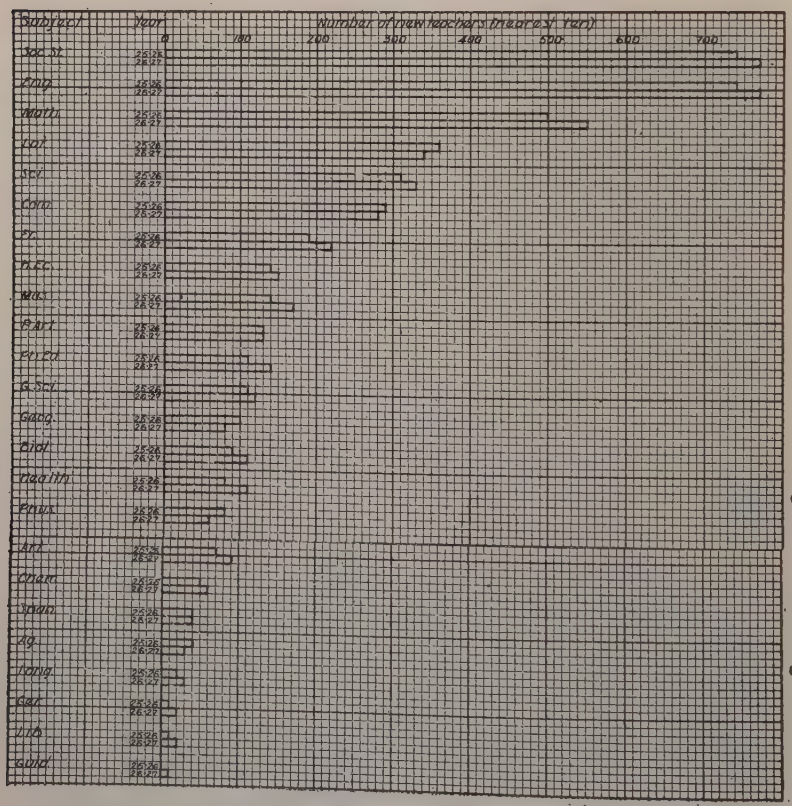


FIGURE 36. NUMBER OF NEW TEACHERS TEACHING EACH SUBJECT

TABLE XXVIII

NUMBER AND PER CENT TOTAL OF ALL NEW TEACHERS GIVING INSTRUCTION IN EACH SUBJECT

SUBJECT	YEAR	NUMBER	PER CENT TOTAL	SUBJECT	YEAR	NUMBER	TOTAL PER CENT
Soc. St....	25–26	743	26.2	Biol.....	25–26	93	3.3
	26–27	774	25.9		26–27	109	3.6
Eng.....	25–26	740	26.0	Health....	25–26	83	2.9
	26–27	771	25.8		26–27	105	3.5
Math.....	25–26	499	17.5	Physics....	25–26	78	2.7
	26–27	549	18.4		26–27	60	2.0
Latin.....	25–26	361	12.3	Art.....	25–26	68	2.4
	26–27	335	11.2		26–27	85	2.8
Science....	25–26	310	10.9	Chem.....	25–26	48	1.7
	26–27	330	11.0		26–27	60	2.0
Com.....	25–26	291	10.2	Span.....	25–26	46	1.7
	26–27	284	9.5		26–27	35	1.2
French....	25–26	191	6.7	Ag.....	25–26	38	1.3
	26–27	218	7.3		26–27	32	1.1
H. Econ...	25–26	140	4.9	Lang.....	25–26	17	.6
	26–27	148	5.0		26–27	34	1.1
Music.....	25–26	138	4.8	German...	25–26	11	.4
	26–27	166	5.6		26–27	15	.5
Prac. Art..	25–26	126	4.4	Library...	25–26	9	.3
	26–27	125	4.2		26–27	21	.7
Phys. Ed..	25–26	111	3.9	Guid.....	25–26	3	.1
	26–27	135	4.5		26–27	12	.4
Gen. Sci...	25–26	109	3.8	"All".....	25–26	50	1.8
	26–27	124	4.1		26–27	39	1.3
Geog.....	25–26	96	3.4	No data...	25–26	48	1.6
	26–27	84	2.8		26–27	34	1.1
				Total.....	25–26	2855	
					26–27	2991	

The relations among the total numbers giving instruction in each subject are shown graphically in Figure 36.

TABLE XXIX

NUMBER OF NEW TEACHERS OF EACH SUBJECT HAVING TEACHING PROGRAMS OF ONE, TWO, THREE, FOUR, FIVE, OR SIX SUBJECTS

SUBJECT	YEAR	NUMBER OF SUBJECTS PER PROGRAM							TOTAL
		1	2	3	4	5	6		
Soc. St.	25–26	212	324	150	41	14	2		743
	26–27	230	328	166	37	12	1		774
Eng.	25–26	245	295	156	33	9	2		740
	26–27	295	318	123	27	8	..		771
Math.	25–26	180	233	19	49	16	2		499
	26–27	168	228	108	34	9	1	1′	549
Latin	25–26	47	181	103	20	8	2		361
	26–27	49	176	87	15	8	..		335
Science	25–26	105	133	51	9	10	2		310
	26–27	110	147	62	9	2	..		330
Com.	25–26	218	44	16	9	3	1		291
	26–27	213	47	15	6	3	..		284
French	25–26	19	110	53	8	1	..		191
	26–27	30	127	49	9	2	1		218
H. Econ.	25–26	118	17	4	1	..	..		140
	26–27	122	18	5	3	..	..		148
Music	25–26	98	22	12	3	1	2		138
	26–27	118	29	7	9	1	1	1′	166
Prac. Art.	25–26	85	32	5	..	4	..		126
	26–27	90	25	8	..	2	..		125
Phys. Ed.	25–26	67	34	8	..	1	1		111
	26–27	77	38	15	3	1	..	1′	135
Gen. Sci.	25–26	15	41	33	14	6	..		109
	26–27	15	43	28	25	10	2	1′	124
Geog.	25–26	13	52	22	5	4	..		96
	26–27	22	34	24	2	1	..	1′	84
Biol.	25–26	5	29	36	21	1	1		93
	26–27	6	43	30	17	10	2	1′	109
Health	25–26	18	31	18	10	5	1		83
	26–27	25	42	28	5	5	..		105

TABLE XXIX—*Continued*

Physics	25–26	10	28	22	11	7	..		78
	26–27	7	23	17	10	2	1		60
Art	25–26	42	15	5	2	3	1		68
	26–27	47	22	8	5	2	..	1′	185
Chem	25–26	5	15	17	9	1	1		49
	26–27	3	29	22	5	3	1		63
Spanish	25–26	6	22	10	1	..	..		39
	26–27	6	21	7	1	..	..		35
Ag	25–26	22	7	4	4	1	..		38
	26–27	14	9	2	1	3	2	1′	32
Lang	25–26	7	9	1	..	..	..		17
	26–27	17	6	1	..	..	..		24
German	25–26	..	8	1	2	..	..		11
	26–27	1	10	4	..	..	..		15
Library	25–26	9	..	..	..	..	..		9
	26–27	17	4	..	..	..	..		12
Guidance	25–26	3	..	..	..	..	..		3
	26–27	2	5	3	1	1	..		12
Total	25–26	1549	1682	846	252	95	18		..
Teachers		1549	841	282	63	19	3		2757
							‘‘All’’		50
							?		48
							Chk.	to.	2855
	26–27	1684	1772	819	224	85	12	8′	
Teachers		1684	886	273	56	17	2	1′	2919
							‘‘All’’		39
							?	to	33
							Chk.		2991

TABLE XXX

PERCENTAGE OF NEW TEACHERS OF EACH SUBJECT HAVING TEACHING PROGRAMS OF ONE, TWO, THREE, FOUR, FIVE, OR SIX SUBJECTS

SUBJECT	YEAR	NUMBER OF SUBJECTS PER PROGRAM							NUMBER OF TEACHERS
		1	2	3	4	5	6		
Soc. St.	25–26	28.6	43.6	20.2	5.5	1.9	.3		743
	26–27	29.7	42.4	21.4	4.8	1.5	.1		774
Eng.	25–26	33.1	39.9	21.1	4.5	1.2	.3		740
	26–27	38.2	41.2	15.9	3.5	1.0	..		771
Math.	25–26	36.2	46.7	3.8	9.9	3.2	.4		499
	26–27	30.6	41.5	19.7	6.2	1.6	.2	.2′	549
Latin.	25–26	13.0	50.2	28.6	5.5	2.2	.6		361
	26–27	14.6	52.6	26.0	4.5	2.4	..		336
Science.	25–26	33.9	42.9	16.5	2.9	3.2	.6		310
	26–27	33.3	44.6	18.8	2.7	.6	..		330
Com.	25–26	75.0	15.1	5.5	3.1	1.0	.3		291
	26–27	75.0	16.6	5.3	2.1	1.1	..		284
French.	25–26	10.0	57.6	27.8	4.2	.5	..		191
	26–27	13.8	58.3	22.5	4.1	.9	.3		218
H. Econ.	25–26	84.4	12.2	2.9	.7	..	..		140
	26–27	82.5	12.2	3.4	2.0	..	..		148
Music.	25–26	71.0	16.0	8.7	2.2	.7	1.5		138
	26–27	71.1	17.5	4.2	5.4	.6	.6	.6′	166
Prac. Art.	25–26	67.5	25.4	4.0	..	3.2	..		126
	26–27	72.1	20.0	6.4	..	1.6	..		125
Phys. Ed.	25–26	60.4	30.6	7.2	..	.9	.9		111
	26–27	57.0	28.2	11.1	2.2	.7	..	.7′	135
Gen. Sci.	25–26	13.8	37.6	30.3	12.9	5.5	..		109
	26–27	12.1	34.7	22.6	20.2	8.1	1.6	.8′	124
Geog.	25–26	13.6	54.2	22.9	5.2	4.2	..		96
	26–27	26.2	40.5	28.6	2.4	1.2	..	1.2′	84
Biol.	25–26	5.4	31.2	38.8	22.6	1.1	..		93
	26–27	5.5	39.5	27.6	15.6	9.2	1.8	.9′	109
Health.	25–26	21.7	37.4	21.7	12.0	6.0	1.2		83
	26–27	23.8	40.0	26.7	4.8	..	..		105
Physics.	25–26	12.8	35.9	28.2	14.1	9.0	..		78
	26–27	11.7	38.4	28.3	16.7	3.3	1.7		60

TABLE XXX—*Continued*

Art	25–26	61.8	22.0	7.4	2.9	4.4	1.5		68
	26–27	55.3	25.9	9.4	5.9	2.4	..	1.2′	85
Chem	25–26	10.0	31.2	35.4	18.8	2.1	2.1		48
	26–27	4.8	46.0	34.9	7.9	4.8	1.6		63
Spanish	25–26	15.4	56.4	25.7	2.6	..	..		39
	26–27	17.2	60.0	20.0	2.9	..	..		35
Ag	25–26	57.9	18.4	10.5	10.5	2.6	..		38
	26–27	43.8	28.2	6.3	3.1	9.4	6.3	3.1′	32
Lang	25–26	41.2	53.0	5.9	..	..	..		17
	26–27	70.8	25.0	4.2	..	..	..		24
German	25–26	..	72.8	9.1	18.2	..	..		11
	26–27	6.7	66.7	26.7	..	..	..		15
Library	25–26	100	..	..	..	..	..		9
	26–27	81.0	19.0	..	..	..	..		21
Guidance	25–26	100	..	..	..	..	..		3
	26–27	16.7	41.7	25.0	8.3	8.3	..		12

(3). The Number of Subjects in Teaching Programs of New Teachers of Each Subject.

What is the tendency for new teachers of the Social Studies (and each other subject) to teach that subject alone, or combined with one, two, three, four or five other subjects? In numbers of teachers this question is answered in Table XXIX, and in percentages of the total number of new teachers of the several subjects in Table XXX.

A marked tendency for teaching programs to contain two subjects is to be noted in the academic subjects. Biology and Chemistry are not consistent during the two years. Each shows the most frequent combination to be three for the year 1925–26 and two for 1926–27. The other subjects are consistent over the two-year period as regards the number of subjects in the most frequent teaching combination. Commercial Subjects, Home Economics, Music, Practical Arts, Physical Education, Art and Agriculture are taught most frequently as single subjects in a program. It seems therefore that new teachers in the subjects just named are most likely to handle

work in their own field only; however a considerable portion, from twenty-five to fifty-six per cent in these subjects give instruction in other fields. All the remaining subjects not specifically named above are found most frequently in programs with one other subject. These facts tend to suggest the small probability that a beginning teacher will be called upon to teach a single subject in which he may have specially prepared. Since however, the number and the percentages of new teachers who have programs of more than three subjects are low, it would not seem, in theory at least, an impossible task to prepare for the number of subjects if the desirable subject combinations were known. The following step investigates this question, though no evidence is offered as to the desirability of the combinations beyond the fact that they existed in 1925–26 and 1926–27.

(4). Subject Combinations in Programs of New Teachers.

The number of subjects per teaching program has been shown both with respect to all new teachers and with respect to the new teachers of each subject. It remains to reveal the actual subject combinations. This will be done by means of (1) a table (Table XXXI) showing the total number of combinations of each subject alone and with each other subject; (2) a table (Table XXXII) of the percentages of the total number of new teachers of each subject alone and in combination with each other subject; and (3) graphs (Figures 39–62) of the information in Table XXXII.

Table XXXI should read: of the total thirty-eight (right-hand column) new teachers of Agriculture in 1925–26, twenty-two taught Agriculture alone; one taught Agriculture and Commercial subjects; two taught Agriculture and English, etc. The table is constructed as a square array, the diagonal down to the right showing the number of subjects appearing singly in programs. The portion of the table below this diagonal repeats the portion above it. Table XXXII should be read: Of the thirty-eight (right-hand column) new teachers of Agriculture in 1925–26, 57.9 per cent taught Agriculture alone; 2.6 per cent taught Agriculture and Commercial Studies; 5.3 per cent taught Agriculture and English, etc. Table XXXII is Table XXXI reduced to percentages and it serves as a basis for Figures 39–62, the final analysis of this portion of the study.

In considering the information of Tables XXXI and XXXII as guides for the preparation of teachers it is of course necessary to remember that this information represents actual rather than ideal conditions during 1925–26 and 1926–27. Information is not available to show that these combinations of subjects would obtain if an unlimited supply of thoroughly prepared teachers were available. Conceivably a large proportion of the combinations are compromises to make the best of existing situations. Then, too, there is no assurance that conditions here shown will continue to be true for any considerable length of time. The general similarity of conditions over the two-year period may or may not indicate trends over a longer period of time. The information here given is in the form of objective facts within the limits of its scope.

The information of Table XXXII is further analyzed, dissected, and treated separately from the standpoint of new teachers of each subject, in Figures 39–62. Following an examination of the duties of new teachers as sponsors of social activities, the subject combinations and the activity combinations will be graphically presented in the figures referred to in the form of the teaching programs of new teachers of each subje ct

2. *Activity Combinations*

The source of the material here called Social Activities is the entries in column (5) of the official reports (Figure 1). This co umn is headed as follows:

"Social activities directed (*i. e.*, Home Room, Clubs, Orchestra, Dramatics, etc.)". In analyzing the entries regarding new teachers in this column the following questions were considered: (1) The sponsoring of what social activities is included in the programs of new teachers? (2) How many and what percentage of all new teachers sponsor activities? (3) How many and what percentage of all new teachers sponsor each activity? (4) What is the tendency among new teachers for each activity to appear in combinations of one, two, three and four activities per program? (5) What are the actual combinations of each activity with each other activity? and (6) What are the activity combinations in programs of new teachers of each subject?

TABLE XXXI

Number of New Teachers Teaching Each Subject Alone and Combined With Each Other Subject

SUBJECT	YEAR	SUBJECTS COMBINED WITH THOSE OF FIRST COLUMN																							
		AGRICULTURE	ART	COMMERCIAL	ENGLISH	GEOGRAPHY	GUIDANCE	HEALTH	HOME ECONOMICS	LANGUAGE	FRENCH	GERMAN	LATIN	SPANISH	MATHEMATICS	MUSIC	PHY. EDUCATION	PRACTICAL ART	SCIENCE	BIOLOGY	CHEMISTRY	GENERAL SCIENCE	PHYSICS	SOCIAL STUDIES	LIBRARY	TOTAL
Agriculture	25–26	22	..	1	2	2	..	1	..	..	..	..	2	..	8	.	1	..	2	2	1	2	2	2	..	38
	26–27	14	1	..	2	1	..	1	2	..	1	..	..	..	6	3	2	..	6	6	1	6	1	6	..	32
Art	25–26	..	42	2	6	3	..	4	3	..	..	..	4	..	5	9	..	1	1	1	..	..	1	8	..	68
	26–27	1	47	5	6	7	1	3	5	..	..	..	4	..	6	12	1	3	2	1	..	..	3	8	..	85
Commercial	25–26	1	2	218	21	11	..	6	1	..	3	1	6	..	24	2	4	1	7	2	2	1	2	23	..	291
	26–27	..	5	213	17	6	1	3	1	..	1	..	4	..	18	2	3	1	4	6	1	6	1	26	1	284
English	25–26	2	6	21	245	19	1	10	5	1	67	2	136	8	100	17	6	1	52	27	4	18	9	236	..	740
	26–27	2	6	17	295	17	1	16	9	1	86	4	126	7	61	18	10	2	33	21	4	15	5	215	3	771
Geography	25–26	2	3	11	19	13	..	8	3	..	2	1	7	..	21	1	2	2	8	2	2	6	2	25	..	96
	26–27	1	7	6	17	22	1	9	1	..	..	..	2	..	11	2	4	4	9	2	..	2	1	20	..	84
Guidance	25–26	..	..	..	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
	26–27	..	1	1	1	1	2	3	..	..	..	..	..	..	1	..	..	2	1	..	..	..	..	4	..	12
Health	25–26	1	4	6	10	8	..	18	7	..	2	..	3	2	19	1	9	3	11	8	1	7	1	19	..	83
	26–27	1	3	3	16	9	3	25	5	..	..	..	7	..	12	3	17	4	10	3	4	4	3	26	..	105
Home Economics	25–26	..	3	1	5	3	..	7	118	..	..	..	..	..	1	..	..	..	2	..	1	1	1	5	..	140
	26–27	2	5	1	9	1	..	5	122	..	1	..	1	..	2	1	2	..	..	1	1	1	..	4	..	149
Language	25–26	..	..	..	1	..	..	..	..	7	..	..	..	..	1	1	..	..	2	..	..	..	1	5	..	17
	26–27	..	..	..	1	..	..	..	..	17	..	..	..	..	2	..	..	..	2	..	..	..	..	3	..	24
French	25–26	..	..	3	67	2	..	2	..	..	19	2	80	8	21	4	1	..	8	5	..	4	..	36	..	191

German	25–26	..	..	1	2	1	..	..	..	..	2	..	2	1	3	..	..	..	1	1	1	..	..	1	..	11
	26–27	..	..	..	4	..	..	..	..	..	3	1	5	1	2	..	..	..	1	1	1	..	..	..	..	15
Latin	25–26	2	4	6	136	7	1	3	..	..	80	2	47	10	70	7	1	..	24	9	1	6	9	108	..	361
	26–27	..	4	4	126	2	..	7	1	..	66	5	49	7	59	4	2	..	19	11	2	10	2	95	..	335
Spanish	25–26	..	..	..	8	..	..	2	..	..	8	1	10	6	5	..	..	..	..	1	..	1	..	9	..	39
	26–27	..	..	..	7	..	..	..	..	..	11	1	7	6	1	..	1	..	2	..	..	..	..	8	..	35
Mathematics	25–26	8	5	24	100	21	..	19	1	1	21	3	70	5	180	7	7	4	96	40	15	30	31	153	..	499
	26–27	6	6	18	61	11	1	12	2	2	20	2	59	1	168	11	7	15	108	35	15	43	18	143	..	549
Music	25–26	..	9	2	17	1	..	1	..	1	4	..	7	..	7	98	1	1	1	1	..	1	..	17	..	138
	26–27	3	12	2	18	2	..	3	1	..	2	..	4	..	11	118	2	..	2	2	1	3	1	15	..	166
Physical Education	25–26	1	..	4	6	2	..	9	..	..	1	..	1	..	7	1	67	5	1	2	..	1	1	16	..	111
	26–27	2	1	3	10	4	..	17	2	..	1	..	2	1	7	2	77	3	4	2	1	4	1	21	..	135
Practical Art	25–26	..	1	1	1	2	..	3	..	..	..	..	..	..	4	1	5	99	3	..	..	..	1	6	..	126
	26–27	..	3	1	2	4	2	4	..	..	..	..	..	..	15	..	3	90	5	3	..	3	..	4	..	125
Science	25–26	2	1	7	52	8	..	11	2	2	8	1	24	..	96	1	1	2	105	2	2	..	..	62	..	310
	26–27	6	2	4	33	9	1	10	..	2	10	1	19	2	108	2	4	5	110	5	5	3	1	74	..	330
Biology	25–26	2	1	2	27	2	..	8	..	..	5	1	9	1	40	1	2	..	2	5	19	38	19	30	..	93
	26–27	6	1	6	21	2	..	3	1	..	4	1	11	..	35	2	2	3	5	6	17	42	17	32	..	109
Chemistry	25–26	1	..	2	4	2	..	1	1	..	..	1	1	..	15	..	1	..	2	19	5	13	18	7	..	48
	26–27	1	..	1	4	..	..	4	1	..	3	1	2	..	15	1	1	..	5	17	3	17	15	17	..	63
General Science	25–26	2	..	1	18	6	..	7	1	..	4	..	6	1	30	1	1	..	..	38	13	15	16	28	..	109
	26–27	6	3	6	15	2	..	4	1	..	2	..	10	..	43	3	4	3	3	42	17	15	20	44	..	124
Physics	25–26	2	1	2	9	2	..	1	1	1	..	..	9	..	31	..	1	1	..	19	18	16	10	18	..	78
	26–27	1	..	1	5	1	..	3	..	..	2	..	2	..	18	1	1	..	1	17	15	20	7	11	..	60
Social Studies	25–26	5	8	23	236	25	..	19	5	5	36	1	108	9	153	17	16	6	62	30	7	28	18	212	..	743
	26–27	6	8	26	215	20	4	26	4	3	52	..	95	8	143	15	21	4	74	32	17	44	11	230	..	774
Library	25–26	..	..		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	9
	26–27	..	..	1	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	17	21

TABLE XXXII

PERCENTAGE OF NEW TEACHERS OF EACH SUBJECT TEACHING THAT SUBJECT ALONE AND COMBINED WITH EACH OTHER SUBJECT

SUBJECT	YEAR	SUBJECTS COMBINED WITH THOSE OF FIRST COLUMN																							NUMBER OF TEACHERS
		AGRICULTURE	ART	COMMERCIAL	ENGLISH	GEOGRAPHY	GUIDANCE	HEALTH	HOME ECONOMICS	LANGUAGE	FRENCH	GERMAN	LATIN	SPANISH	MATHEMATICS	MUSIC	PHYSICAL EDUCATION	PRACTICAL ART	SCIENCE	BIOLOGY	CHEMISTRY	GENERAL SCIENCE	PHYSICS	SOCIAL STUDIES	LIBRARY	
Agriculture	25–26	57.9	..	2.6	5.3	5.3	..	2.6	..	..	..	..	5.3	..	21.0	..	2.6	..	5.3	5.3	2.6	5.3	5.3	13.2	..	38
	26–27	43.8	3.1	..	6.3	3.1	..	3.1	3.3	..	3.1	..	..	..	18.8	9.4	6.3	..	18.8	18.8	3.1	18.8	3.1	18.8	..	32
Art	25–26	..	61.8	2.9	8.8	4.4	..	5.9	4.4	..	..	..	5.9	..	7.4	15.3	..	1.5	1.5	1.5	..	..	1.5	11.8	..	68
	26–27	1.2	55.3	5.9	7.1	8.2	1.2	3.5	5.9	..	..	..	4.7	..	7.1	14.1	1.2	3.5	2.4	1.2	..	3.5	..	9.4	..	85
Commercial	25–26	.3	.7	75.0	7.2	3.8	..	2.1	.3	..	1.0	.3	2.1	..	8.3	.7	1.4	.3	2.3	.7	.7	.3	.7	7.9	..	291
	26–27	1.2	1.8	75.9	6.0	2.1	.4	1.1	.4	..	.4	..	1.4	..	6.3	.7	1.1	.4	1.4	2.1	.4	2.1	.4	9.2	.4	284
English	25–26	.3	.8	2.8	33.1	2.6	.4	3.5	.7	.4	9.1	.3	18.4	1.1	13.5	2.3	.8	.4	7.0	3.7	.5	2.4	1.0	31.9	..	740
	26–27	.3	.8	2.0	38.2	2.0	.1	2.1	1.2	.1	11.2	.5	16.3	.9	7.9	2.3	1.3	.3	4.3	2.7	.5	1.9	.6	27.9	.4	771
Geography	25–26	2.1	3.1	11.5	19.8	13.6	..	8.3	3.1	..	2.1	1.0	7.3	..	21.9	1.0	2.1	2.1	8.3	2.1	2.1	6.3	2.1	26.0	..	96
	26–27	1.2	8.3	7.1	20.2	26.2	1.2	10.7	1.2	..	..	..	2.4	..	13.1	2.4	4.8	4.8	10.7	2.4	..	2.4	1.2	23.8	..	84
Guidance	25–26	..	..	..	..	..	100.0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
	26–27	..	8.3	8.3	8.3	8.3	16.7	25.0	..	..	..	..	..	..	8.3	..	..	16.7	8.3	..	..	..	..	33.3	..	12
Health	25–26	1.2	4.8	7.2	12.0	9.7	..	21.7	8.4	..	2.4	..	3.6	2.4	22.9	1.2	10.9	3.6	13.3	9.7	1.2	8.4	1.2	22.9	..	83
	26–27	1.0	2.9	2.9	15.3	8.6	2.9	23.8	4.8	..	..	..	6.7	..	11.4	2.9	16.2	3.8	9.5	2.9	3.8	3.8	2.9	24.8	..	105
Home Economics	25–26	..	2.4	.7	3.6	2.4	..	5.0	84.4	..	..	..	..	..	.7	..	..	..	1.4	..	.7	.7	.7	3.6	..	140
	26–27	1.4	3.4	.7	6.1	.7	..	3.4	82.5	..	.7	..	.7	..	1.4	.7	1.4	..	..	.7	..	.7	.7	2.7	..	148
Language	25–26	..	..	..	5.9	..	..	..	..	41.2	..	..	..	..	5.9	5.9	..	..	11.8	..	..	..	5.9	29.4	..	17
	26–27	..	..	..	4.2	..	..	..	..	70.8	..	..	..	..	8.3	..	..	..	8.3	..	..	..	..	12.5	..	24
French	25–26			1.6	35.2	1.0		1.0	..	..	10.0	1.0	41.9	4.2	11.0	2.1	.5	..	4.2	2.6	..	2.1	..	18.9	..	191

German	25–26	..		9.1	18.2	9.1	..	..	..	..	18.2	..	18.2	9.1	27.3	..	..	..	9.1	9.1	9.1	..	..	9.1	..	11
	26–27	..	..	..	26.7	..	..	..	..	..	20.0	6.7	33.3	6.7	13.3	..	..	..	6.7	6.7	6.7	..	..	..	..	15
Latin	25–26	.6	1.1	1.7	37.8	1.9	.3	.8	..	..	22.2	.6	13.0	2.8	19.4	1.9	.3	..	6.7	2.5	.3	1.7	2.5	30.0	..	361
	26–27	..	1.2	1.2	37.6	.6	..	2.1	.3	..	19.7	1.5	14.6	2.1	17.6	1.2	.6	..	5.7	3.3	.6	3.0	.6	28.6	..	335
Spanish	25–26	..	..	..	20.6	..	..	5.1	..	..	20.6	2.6	25.7	15.4	12.8	..	..	..	..	2.6	..	2.6	..	23.1	..	39
	26–27	..	..	..	20.0	..	..	..	..	..	31.4	2.9	20.0	17.2	2.9	..	2.9	..	5.7	..	..	..	..	22.9	..	35
Mathematics	25–26	1.6	1.0	4.8	20.0	4.2	..	3.8	.2	.2	4.2	.6	14.1	1.0	36.2	1.4	1.4	.8	19.3	8.1	3.0	6.0	6.2	30.6	..	499
	26–27	1.1	1.1	3.3	11.1	2.0	.2	2.2	.4	.4	3.6	.4	10.8	.2	30.6	2.0	1.3	2.7	19.7	6.4	2.7	7.8	3.3	26.0	..	549
Music	25–26	..	6.5	1.5	12.3	.7	..	.7	..	.7	2.9	..	5.1	..	5.1	71.0	.7	.7	.7	.7	..	.7	..	12.3	..	138
	26–27	1.8	7.2	1.2	10.8	1.2	..	1.8	.6	..	1.2	..	2.7	..	6.6	71.1	1.2	..	1.2	1.2	.6	1.8	.6	9.0	..	166
Physical Education	25–26	.9	..	3.6	5.4	1.8	..	8.1	..	..	.9	..	.9	..	6.3	.9	60.4	4.5	.9	1.8	..	.9	.9	14.4	..	111
	26–27	1.5	.7	2.2	7.4	3.0	..	12.6	1.5	..	.7	..	1.5	.7	5.2	1.5	57.0	2.2	3.0	1.5	.7	3.0	.7	15.6	..	135
Practical Art	25–26	..	.8	.8	.8	1.6	..	2.4	..	..	..	..	..	..	3.2	.8	4.0	78.7	2.4	..	..	..	.8	4.8	..	126
	26–27	..	2.4	.8	1.6	3.2	1.6	3.2	..	..	..	..	..	..	12.0	..	2.4	72.1	4.0	2.4	..	2.4	..	3.2	..	125
Science	25–26	.6	.3	2.3	16.8	2.6	..	3.5	.6	.6	2.6	.3	7.7	..	31.0	.3	.3	.6	33.9	.6	.6	..	..	20.0	..	310
	26–27	1.8	.6	1.2	10.0	2.7	.3	3.0	..	.6	3.0	.3	5.8	.6	32.8	.6	1.2	1.5	33.3	1.5	1.5	.9	.3	22.4	..	330
Biology	25–26	2.1	1.1	2.1	29.0	2.1	..	8.6	..	..	5.4	1.1	9.7	1.1	43.0	1.1	2.1	..	2.1	5.4	20.4	40.8	20.4	32.2	..	93
	26–27	5.5	.9	5.5	19.3	1.8	..	2.8	.9	..	3.7	.9	10.1	..	32.1	1.8	1.8	2.7	4.6	5.5	15.6	38.6	15.6	29.4	..	109
Chemistry	25–26	2.1	..	4.2	8.3	4.2	..	2.1	2.1	..	..	2.1	2.1	..	31.2	..	2.1	..	4.2	39.6	10.0	27.0	37.5	14.6	..	48
	26–27	1.6	..	1.6	6.4	..	..	6.4	1.6	..	4.8	1.6	3.2	..	23.8	1.6	1.6	..	7.9	27.0	4.8	27.0	23.8	27.0	..	63
General Science	25–26	1.8	..	.9	16.5	5.5	..	6.4	.9	..	3.7	..	5.5	.9	27.6	.9	.9	..	..	34.9	11.9	13.8	14.7	25.7	..	109
	26–27	4.8	2.4	4.8	12.1	1.6	..	3.2	.8	..	1.6	..	8.1	..	34.7	2.4	3.2	2.4	2.4	33.9	13.7	12.1	16.1	32.3	..	124
Physics	25–26	2.6	1.3	2.6	11.5	2.6	..	1.3	1.3	1.3	..	..	11.5	..	39.8	..	1.3	1.3	..	24.4	23.1	20.5	12.8	23.1	..	78
	26–27	1.7	..	1.7	8.5	1.7	..	5.0	..	..	3.3	..	3.3	..	30.0	1.7	1.7	..	1.7	28.4	25.0	33.3	11.7	18.3	..	60
Social Studies	25–26	.7	1.1	3.1	31.8	3.4	..	2.6	.7	.7	4.8	.1	14.5	1.2	20.6	2.3	2.2	.8	8.3	4.0	.9	3.7	2.4	28.6	..	743
	26–27	.8	1.0	3.4	27.8	2.6	.5	3.4	.5	.4	6.7	..	12.3	1.0	18.5	1.9	2.7	.5	9.6	4.1	2.2	5.7	1.4	29.7	..	774
Library	25–26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	100.0	9
	26–27	..	..	4.8	14.3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	81.0	21

(1). Activities Sponsored.

The following classification of activities resulted from scoring the reports: (1) Home Room; (2) Clubs; (3) Athletics; (4) Dramatics; (5) Literary Society; (6) Instrumental Music; (7) Vocal Music; (8) School Paper; (9) Scouts; (10) Library; (11) Guidance; (12) Hi-Y.

As is to be expected where freedom is allowed in the form of answer to a question blank a large number of names was used in entries in this column of the report. The classification here given is therefore made by the writer in his effort to reduce the data to comparable forms. A few statements concerning the classification may be an aid in its interpretation.

(a) The expression "Home Room" in the classification, includes only entries of the same expression. The use of this expression in the printed report blank probably acted as a suggester to those reporting and in this way aided uniformity.

(b) "Clubs" includes all entries designated as clubs of any sort not manifestly musical, debating, etc., *e. g.*, Mathematics Club, Science Club, Cambera Club, Hiking Club, Bird Club.

(c) "Athletics" represents all entries having to do with physical sports, *e.g.*, Football, Hockey, Track, Sports, Gym, Athletics.

(d) "Dramatics" includes besides the specific entry, such as Plays and Theatricals.

(e) "Literary Society" embraces Debating, Oratory, Public Speaking and Declamation.

(f) "Instrumental Music" includes all entries which could be so interpreted, *e. g.*, Band, Orchestra, Drum Corps, etc.

(g) "Vocal Music" is a term here used to include Glee Club, Choral Society, Chorus, Orpheus Club, etc.

(h) "School Paper" here means all sorts of student publications.

(i) "Scouts" is a general term including Boy Scouts, Girl Scouts, Campfire Girls, Reserves, and Boys' Auxiliary.

(j) Library, (k) Guidance, and (l) Hi-Y are listed merely as they appeared in the column headed "Social activities directed."

In no case is there any indication in this study as to just what duties are entailed in sponsoring an activity.

(2) Number of New Teachers Sponsoring Activities.

During 1925–26 in the schoo's studied 1771, or 62.2 per cent of the 2855 new teachers sponsored one activity or more. In the following year 1989, or 66.5 per cent of the total 2991 new teachers reported this sort of work. Since two years is a period too short to indicate a trend, the conclusion is that approximately two-thirds of the new teachers at present sponsor activities.

The distribution of new teachers as to the number of activities directed is set forth in Table XXXIII and in Figure 37.

TABLE XXXIII

NUMBER AND PERCENT TOTAL OF NEW TEACHERS SPONSORING ZERO, ONE, TWO, THREE, OR FOUR SOCIAL ACTIVITIES

	YEAR	NUMBER OF ACTIVITIES PER TEACHER					
		0	1	2	3	4	TOTAL
Number	25–26	1084	1289	441	40	1	2855
	26–27	1002	1391	534	57	7	2991
Percentage	25–26	38.1	45.2	15.5	1.4	.0	100
	26–27	33.5	46.6	17.9	1.9	.2	100

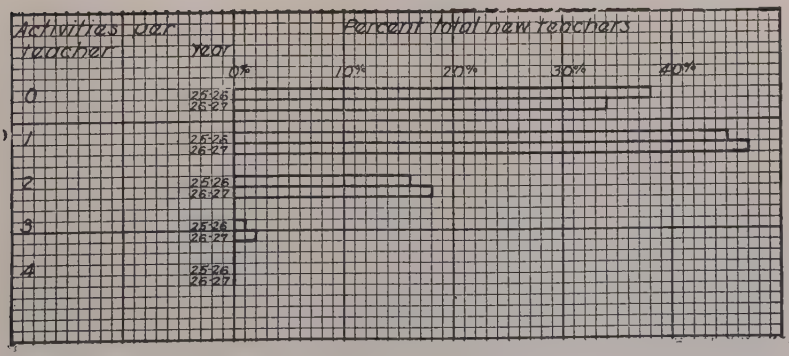


FIGURE 37. PERCENTAGE DISTRIBUTION OF NEW TEACHERS SPONSORING ZERO, ONE, TWO, THREE, OR FOUR SOCIAL ACTIVITIES

Read Fig. 37: Of all new teachers (2855 in 1925–26 and 2991 in 1926–27) in '25–26 thirty-eight per cent and in '26–27 thirty-four per cent sponsored no activities.

Conditions in the two years are similar.

About one-third sponsor no activities, nearly half sponsor one activity, about one-sixth sponsor two activities.

It will appear later how these numbers distribute themselves among the activities, as well as how the activities are grouped in teaching programs with each other and with subjects taught.

(3) Number of New Teachers Sponsoring Each Activity.

The number and percentage distribution of new teachers among the activities is indicated in Table XXXIV. Home Room is seen to be the activity most frequently sponsored by new teachers. Between twenty-five and thirty per cent of all new teachers have such sponsoring as a part of their duty. Clubs are second in frequency, with between fifteen and twenty per cent of all new teachers participating. Athletics are third in order employing part of the time of twelve per cent of the entire group. Dramatics, Literary Society, Instrumental Music, and Vocal Music follow in the order named with respectively nine, seven, four, and four per cent of new teachers sponsoring. The other activities are participated in by only about one per cent of the total group.

(4) Tendency of Each Activity to Appear in Programs of One, Two, Three, and Four Activities.

The number of new teacher sponsors of each activity in programs of one, two, three, and four activities also the percentages referred to the number of new teacher sponsors of each activity as a base is presented in Table XXXV.

The preponderance of one-activity programs, more than fifty per cent of all new teacher sponsors, with a considerable proportion of two-activity programs is most frequent in Home Room, Clubs, Athletics, Dramatics, and Literary Society. In Instrumental Music and Vocal Music the two-activity programs are most frequent, one-activity programs constitute about one-third of the total, and three-activity programs are considerable. Activities other than those named above are sponsored by too small a total number of new teachers to be significant for guidance purposes.

TABLE XXXIV

DISTRIBUTION AMONG SOCIAL ACTIVITIES OF NEW TEACHER SPONSORS

ACTIVITIES	YEAR	NUMBER SPONSORS	PER CENT TOTAL NEW TEACHERS
Home Room	25–26	750	26.4
	26–27	822	27.5
Clubs	25–26	411	14.5
	26–27	556	18.6
Athletics	25–26	345	12.1
	26–27	399	13.3
Dramatics	25–26	255	9.0
	26–27	264	8.8
Lit. Soc. Debate, Orat.	25–26	201	7.0
	26–27	211	7.1
Instrumental Music	25–26	128	4.5
	26–27	127	4.2
Vocal Music	25–26	102	3.6
	26–27	145	4.9
School Paper	25–26	40	1.4
	26–27	61	2.0
Scouts, Reser. Camp Fire	25–26	24	.8
	26–27	30	1.0
Library	25–26	16	.6
	26–27	23	.8
Guidance	25–26	16	.6
	26–27	17	.6
Hi-Y	25–26	7	.2
	26–27	6	.2

(5) Combinations of Activities with Activities.

Table XXXVI indicates the number of times for new teachers in the schools and years studied that each activity appeared in a teacher's program alone and also the frequency with which each activity was combined in a single program with each other activity. This table is constructed as a square array on the diagonal down to the right, the lower half duplicating the upper

half. It should be read: In 1925–26 of the seven hundred fifty (see totals at bottom) new teachers sponsoring Home Room, four hundred thirty-eight sponsored Home Room alone; one hundred fifteen sponsored Clubs in addition to Home Room; fifty-five sponsored Athletics in addition to Home Room, etc.

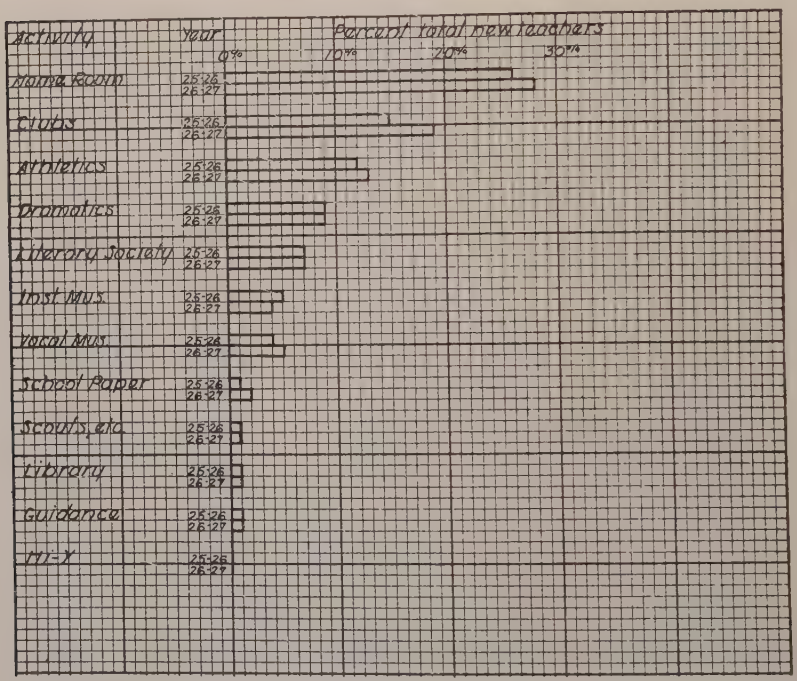


FIGURE 38. PERCENTAGES OF ALL NEW TEACHERS SPONSORING EACH SOCIAL ACTIVITY

Read: Of all new teachers (2855 in '25–26 and 2991 in '26–27) twenty-six per cent in '25–26 and twenty-eight per cent in '26–27 sponsored home room, etc.

The uniformity of conditions in the two years is marked.

About one-fourth of all new teachers sponsor home room, one-sixth clubs, one-eighth athletics, one-eleventh dramatics, one-twelfth literary activities, and one-twentieth sponsor each instrumental and vocal music.

Activity combinations reduced to percentages of all new teachers sponsoring each activity are presented in Table

XXXVII. It reads horizontally, as follows: In 1925–26 of the seven hundred fifty (see totals in right-hand column) new teachers sponsoring Home Room 58.5 per cent sponsored no other activity; 15.3 per cent sponsored Home Room and Clubs; 7.3 per cent sponsored Home Room and Athletics, etc.

TABLE XXXV

NUMBER AND PER CENT OF NEW TEACHER SPONSORS OF EACH SOCIAL ACTIVITY WHO SPONSOR ONE, TWO, THREE, OR FOUR ACTIVITIES

ACTIVITY	YEAR	NUMBER ACTIVITIES PER TEACHER				PER CENT NUMBER ACTIVITIES PER TEACHER				NUMBER OF TEACHERS
		1	2	3	4	1	2	3	4	
Home Room	25–26	438	280	32	..	58.4	37.3	4.6	..	750
	26–27	442	340	37	3	53.8	41.4	4.5	.4	822
Clubs.....	25–26	240	159	12	..	58.4	38.7	2.9	..	411
	26–27	295	225	32	4	53.1	40.5	5.8	.7	556
Athletics....	25–26	243	92	9	1	70.6	26.6	2.7	.3	345
	26–27	267	107	22	3	67.1	26.6	5.5	.8	399
Dramatics ..	25–26	136	103	15	1	53.4	40.4	5.9	.4	255
	26–27	122	121	18	3	46.2	45.8	6.8	1.1	264
Literary Society....	25–26	102	81	18	..	50.8	40.3	9.0	..	201
	26–27	106	86	15	4	50.3	40.8	7.1	1.9	211
Instrumental Music....	25–26	50	62	15	1	39.1	48.5	11.7	.8	128
	26–27	38	72	14	3	29.9	56.8	11.0	2.4	127
School Paper.	25–26	15	20	5	..	37.5	50.0	12.5	..	40
	26–27	34	13	12	2	55.7	21.3	19.7	3.3	61
Voc. Mus....	25–26	33	57	11	1	32.4	55.9	10.8	1.0	102
	26–27	47	76	18	4	32.4	52.5	12.4	2.8	145
Scouts, etc...	25–26	14	10	..	..	58.4	41.6	..	..	24
	26–27	17	10	2	1	56.7	33.3	6.7	3.3	30
Library.....	25–26	12	3	1	..	75.0	18.8	6.2	..	16
	26–27	10	8	4	1	43.5	34.8	17.4	4.3	23
Guidance....	25–26	2	12	2	..	12.5	75.0	12.5	..	16
	26–27	12	5	..	..	70.5	29.4	..	..	17
Hi-Y.....	25–26	4	3	..	..	57.1	42.9	..	..	7
	26–27	1	5	..	..	16.7	83.3	..	..	6

TABLE XXXVI

NUMBER OF NEW TEACHERS SPONSORING EACH SOCIAL ACTIVITY ALONE AND COMBINED WITH EACH OTHER ACTIVITY

ACTIVITY	YEAR	ACTIVITIES COMBINED WITH THOSE OF FIRST COLUMN											
		HOME ROOM	CLUBS	ATHLETICS	DRAMATICS	LITERARY	INSTRUMENTAL MUSIC	VOCAL MUSIC	PAPER	SCOUTS	LIBRARY	GUIDANCE	HI-Y
Home Room	25–26	438	115	55	68	60	8	14	16	5	1	..	2
	26–27	442	199	62	69	38	9	13	14	8	4	2	3
Club	25–26	115	240	23	11	7	..	6	5	1	1	13	..
	26–27	199	295	38	19	14	6	9	6	3	4	..	1
Athletics	25–26	55	23	240	11	14	3	3	1	..	..	..	..
	26–27	62	38	267	14	17	8	12	5	1	1	1	..
Dramatics	25–26	68	11	11	136	19	10	9	4	3	1	..	..
	26–27	69	19	14	122	35	8	10	7	..	2	1	..
Literary Society	25–26	60	7	14	19	102	7	6	3	..	1	..	..
	26–27	38	14	17	35	106	7	6	5	3	2	..	1
Instrumental Music	25–26	8	..	3	10	7	33	53	..	..	..	..	1
	26–27	9	6	8	8	7	38	68	3	..	..	..	..
Vocal Music	25–26	14	6	3	9	6	53	50	1	1	..	2	..
	26–27	13	9	12	10	6	68	47	3	1	2	..	..
Paper	25–26	16	5	1	4	3	..	1	15	..	..	..	..
	26–27	14	6	5	7	5	3	3	34	..	..	..	..
Scouts	25–26	5	1	..	3	..	..	1	..	14	.	.	.
	26–27	8	3	1	..	3	..	1	..	17	1	..	..
Library	25–26	1	1	..	1	1	..	..	..	..	12	1	..
	26–27	4	4	1	2	2	..	2	..	1	10	1	..
Guidance	25–26	..	13	..	..	..	..	2	..	..	1	2	..
	26–27	2	..	1	1	..	..	..	..	..	1	12	..
Hi-Y	25–26	2	..	..	..	..	1	..	..	..	..	..	4
	26–27	3	1	..	..	1	..	..	..	..	..	..	1
Total	25–26	750	411	345	255	201	128	102	40	24	16	16	7
	26–27	822	556	399	264	211	145	127	61	30	23	17	6

3. *Subject and Activity Combinations*

In what follows it is assumed that secondary school teachers are chosen primarily as teachers of subjects. Other duties, at times requiring a large portion of the teacher's time and energy, in the form of sponsoring social activities form a considerable part of the teacher's program but the teacher remains primarily a teacher of English, or a teacher of Mathematics or of some other subject. Accordingly Table XXXVIII and Table XXXIX are presented combining the sponsorships of activities with the teaching of subjects.

Table XXXVIII indicates the number of new teachers of each subject who sponsored each activity. It should be read: Among the teachers of Agriculture in 1925–26 six sponsored Home Room; six sponsored Clubs; eight sponsored Athletics; etc. The totals in the extreme right-hand column are totals of sponsorships; not of new teachers. Thus in the subject Guidance in 1925–26 there were six sponsorships, whereas Table XXVIII shows but three new teachers of Guidance. Table XXXVIII indicates therefore that these new teachers of Guidance sponsored in the aggregate sufficient activities to be the equivalent of two activities for each teacher. This condition exists with respect to a number of the subjects.

Table XXXIX differs from Table XXXVIII in that its entries are those of Table XXXVIII expressed as percentages of the total number of new teachers of the subject. It reads: In Agriculture during 1925–26 15.8 per cent of the thirty-eight (extreme right-hand column) new teachers of the subject sponsored Home Room; 15.8 per cent of the total sponsored Clubs; 21.2 per cent sponsored Athletics; etc., and 73.6 per cent (next to last column) of the total number of new teachers equals the number of sponsorships by teachers of Agriculture. In the cases of some subjects, as that of Guidance during 1925–26 mentioned with reference to Table XXXVIII this percentage is more than one hundred. This condition indicates that, as a total situation, the teachers of that subject sponsored on the average, more than one activity each.

TABLE XXXVII

PERCENTAGES OF NEW TEACHER SPONSORS OF EACH SOCIAL ACTIVITY SPONSORING THAT ACTIVITY ALONE AND COMBINED WITH EACH OTHER ACTIVITY

ACTIVITY	YEAR	ACTIVITIES COMBINED WITH THOSE OF FIRST COLUMN												
		HOME ROOM	CLUB	ATHLETICS	DRAMATICS	LITERARY	INSTRUMENTAL MUSIC	VOCAL MUSIC	PAPER	SCOUTS	LIBRARY	GUIDANCE	HI-Y	TOTAL NUMBER OF SPONSORS
Home Room	25–26	58.5	15.3	7.3	9.1	8.0	1.1	1.9	2.1	.7	.1	..	.3	750
	26–27	53.8	24.2	7.6	8.4	4.6	1.1	1.6	1.7	1.0	.5	.2	.4	822
Clubs	25–26	28.0	58.5	5.6	2.7	1.7	..	1.5	1.2	.2	.2	3.2	..	411
	26–27	34.2	53.0	6.8	3.4	2.5	1.1	1.6	1.1	.5	.7	..	.2	556
Athletics	25–26	16.2	6.8	70.6	3.2	4.1	.9	.9	.3	..	..	..	..	345
	26–27	15.6	9.5	67.1	3.5	4.3	2.1	3.1	1.3	.3	.3	.3	..	399
Dramatics	25–26	26.6	4.3	4.3	53.4	7.5	3.9	3.5	1.6	1.2	.4	..	..	255
	26–27	26.2	7.2	5.3	46.2	13.3	3.3	3.8	2.7	..	.8	.4	..	264

Literary Society....	25–26	29.9	3.5	7.0	9.5	50.8	3.5	3.0	1.5	..	.5	..	..	201
	26–27	18.0	6.6	8.1	16.6	50.3	3.3	2.8	2.4	1.4	.9	..	.5	211
Instrumental Music	25–26	7.8	..	2.9	9.8	6.9	32.4	52.0	..	..	..	..	1.0	128
	26–27	6.2	4.1	5.5	5.5	4.8	26.2	46.9	2.1	..	..	..	..	145
Vocal Music.....	25–26	10.9	4.7	2.3	7.0	4.7	41.5	39.1	.8	.8	..	1.6	..	102
	26–27	10.2	7.1	9.5	7.9	4.7	53.6	37.0	2.4	.8	1.6	..	..	127
School Paper.....	25–26	40.0	12.5	2.5	10.0	7.5	..	2.5	37.5	..	..	..	..	40
	26–27	23.0	9.8	8.2	11.5	8.2	4.9	4.9	55.7	..	..	..	..	61
Scouts, etc.....	25–26	20.8	4.2	..	12.5	..	..	4.2	..	57.5	..	..	..	24
	26–27	26.7	10.0	3.3	—	10.0	..	3.3	..	56.7	3.3	..	..	30
Library.....	25–26	6.3	6.3	..	6.3	6.3	..	..	..	..	75.0	6.3	..	16
	26–27	17.4	17.4	4.4	8.8	8.8	..	8.8	4.4	43.6	4.4	..	..	23
Guidance.....	25–26	..	81.4	..	..	..	..	12.5	..	6.3	12.5	..	..	16
	26–27	11.8	..	5.9	5.9	..	..	..	..	5.9	70.6	..	..	17
Hi-Y.....	25–26	28.6	..	..	..	..	14.3	..	..	..	..	..	57.2	7
	26–27	50.0	16.7	..	..	16.7	..	..	..	..	..	..	16.7	6

TABLE XXXVIII

DISTRIBUTION OF NEW TEACHERS OF EACH SUBJECT AMONG SOCIAL ACTIVITIES SPONSORED

SUBJECT	YEAR	SOCIAL ACTIVITIES SPONSORED												
		HOME ROOM	CLUBS	ATHLETICS	DRAMATICS	LITERARY	INSTRU. MUSIC	VOCAL MUSIC	PAPER	SCOUTS	LIBRARY	GUIDANCE	HI-Y	TOTAL SPONSORSHIPS
Agriculture	25–26	6	6	8	2	3	1	1	..	1	..	..	..	28
	26–27	3	2	10	2	3	1	1	..	..	..	..	..	22
Art	25–26	12	15	2	3	2	3	4	..	..	..	..	..	41
	26–27	23	24	3	5	3	2	4	1	1	..	..	..	65
Commercial	25–26	88	47	21	12	12	6	2	2	1	3	2	1	197
	26–27	105	59	25	4	6	4	6	8	3	..	2	1	223
English	25–26	197	82	46	149	93	24	21	25	9	9	3	2	660
	26–27	234	117	70	164	90	20	34	27	8	14	5	1	784
Geography	25–26	28	22	9	7	1	1	1	2	3	..	3	..	77
	26–27	43	35	11	3	..	1	2	..	2	1	2	..	100
Guidance	25–26	2	2	1	..	..	..	..	..	1	..	..	..	6
	26–27	4	7	..	..	..	..	..	..	..	..	..	..	11
Health	25–26	18	19	25	7	4	2	..	1	..	..	2	..	78
	26–27	24	28	29	7	1	1	4	3	1	1	1	..	100
Home Economics	25–26	31	38	7	5	5	..	..	..	3	..	2	..	91
	26–27	22	42	12	4	1	2	4	..	2	..	..	..	89
Language	25–26	5	2	1	2	3	1	..	..	1	..	..	..	15
	26–27	6	5	1	3	4	..	..	..	..	1	1	..	21
French	25–26	53	29	15	26	17	8	9	2	1	1	..	..	161
	26–27	63	38	24	33	26	9	12	4	4	4	1	1	219
German	25–26	4	1	..	1	..	..	..	..	..	..	..	..	6
	26–27	4	4	1	2	1	..	..	..	..	1	1	..	14
Latin	25–26	72	41	32	50	34	13	12	2	3	3	1	..	263
	26–27	92	43	24	49	37	5	14	8	6	5	2	2	287
Spanish	25–26	17	6	1	4	5	1	1	1	1	..	..	..	37
	26–27	13	9	2	1	4	..	..	..	1	..	1	1	32
Mathematics	25–26	153	73	92	53	48	17	11	7	4	3	5	1	466
	26–27	153	85	121	38	50	19	24	9	4	5	2	..	510

TABLE XXXVIII—*Continued*

Music	25–26	15	14	3	7	3	58	58	1	..	..	1	..	160
	26–27	11	19	4	8	7	74	78	1	1	1	..	..	204
Physical Education	25–26	19	20	55	3	4	1	..	1	..	..	..	1	104
	26–27	19	38	62	1	2	..	1	2	..	2	..	..	128
Practical Art	25–26	21	38	10	..	1	1	3	..	2	1	..	..	77
	26–27	27	34	8	2	4	2	..	1	1	..	..	..	79
Science	25–26	69	42	63	23	24	13	9	1	1	..	..	1	246
	26–27	81	63	95	22	17	17	11	6	3	..	1	1	317
Biology	25–26	21	10	21	10	9	4	3	2	2	..	..	..	82
	26–27	31	11	18	4	16	1	4	1	..	..	1	1	88
Chemistry	25–26	13	4	11	4	2	2	..	..	..	..	..	1	37
	26–27	14	9	14	..	1	1	..	..	..	..	1	..	40
General Science	25–26	33	10	20	7	2	5	3	2	3	..	1	..	86
	26–27	42	27	21	9	4	2	7	1	2	1	..	1	117
Physics	25–26	16	7	20	5	5	4	1	..	..	..	..	..	58
	26–27	13	5	12	6	7	1	4	3	1	..	..	..	52
Social Studies	25–26	200	77	115	72	73	33	23	13	9	4	6	3	628
	26–27	201	111	129	76	83	28	35	21	6	9	5	2	706
Library	25–26	1	2	..	1	1	..	..	..	..	..	..	..	5
	26–27	2	5	..	2	..	..	..	..	1	..	..	..	10
"All"	25–26	3	1	2	14	6	3	1	..	..	..	..	..	30
	26–27	4	2	2	10	10	3	2	..	..	..	..	..	33
No data	25–26	7	..	2	3	1	1	1	..	..	..	..	..	15
	26–27	2	4	1	4	3	1	1	..	..	..	..	..	16

TABLE XXXIX

PERCENTAGE DISTRIBUTION OF NEW TEACHERS OF EACH SUBJECT AMONG SOCIAL ACTIVITIES SPONSORED

SUBJECT	YEAR	SOCIAL ACTIVITIES SPONSORED												TOTAL	NUMBER NEW TEACHERS
		HOME ROOM	CLUB	ATHLETICS	DRAMATICS	LITERARY	INSTRUMENTAL MUSIC	VOCAL MUSIC	PAPER	SCOUTS	LIBRARY	GUIDANCE	HI-Y		
Agriculture	25–26	15.8	15.2	21.2	5.2	7.9	2.6	2.6	..	2.6	..	..	..	73.6	38
	26–27	9.4	6.3	31.2	6.3	9.4	3.1	3.1	..	..	..	..	..	68.8	32
Art	25–26	17.6	22.2	2.9	4.4	2.9	4.4	5.9	..	..	..	..	..	60.3	68
	26–27	27.0	28.2	3.5	5.9	3.5	2.4	3.5	1.2	1.2	..	..	..	76.5	85
Commercial	25–26	30.2	16.2	7.2	4.1	4.1	2.1	.7	.7	.3	1.0	.7	.3	67.7	291
	26–27	37.0	20.8	7.2	1.4	2.1	1.4	2.1	1.2	1.2	..	.7	.4	78.6	284
English	25–26	26.6	11.1	6.2	20.4	12.6	3.2	2.8	3.4	1.2	1.2	.4	.3	89.3	740
	26–27	30.4	15.4	9.1	20.3	11.7	2.6	4.4	3.5	1.1	1.8	.6	.1	101.8	771
Geography	25–26	29.2	22.9	9.4	7.3	1.0	1.0	1.0	2.1	3.1	..	3.1	..	80.3	96
	26–27	51.2	41.7	13.1	3.6	..	1.2	2.4	..	2.4	1.2	2.4	..	119.1	84
Guidance	25–26	66.7	66.7	33.3	..	..	..	..	..	33.3	..	..	..	200.0	3
	26–27	33.3	58.3	..	..	..	..	..	..	..	..	..	..	91.7	12
Health	25–26	21.7	22.9	30.1	8.4	4.8	2.4	..	1.2	..	..	2.4	..	94.0	83
	26–27	22.9	26.7	27.6	6.7	1.0	1.0	3.8	2.9	1.0	1.0	1.0	..	95.5	105
Home Economics	25–26	22.2	27.2	5.0	3.6	3.6	..	..	..	22.1	..	1.4	..	65.0	140
	26–27	14.9	28.4	8.1	2.7	.7	1.4	2.7	..	1.4	..	..	..	60.2	148
Language	25–26	29.4	11.8	5.9	11.8	17.7	5.9	..	..	5.9	..	..	..	88.3	17
	26–27	17.7	14.7	2.9	8.8	11.8	..	..	..	..	2.9	2.9	..	61.8	34
French	25–26	27.8	15.2	7.8	13.6	8.9	4.2	4.7	1.0	.5	.5	..	..	84.3	191
	26–27	28.9	17.5	11.0	15.2	11.9	4.1	5.5	1.8	1.8	1.8	.5	.5	100.0	218
German	25–26	36.4	9.1			9.1								54.6	11

Latin	25–26	20.0	11.4	8.9	13.9	9.4	3.6	3.3	.6	.8	.8	.3	..	72.9	361
	26–27	28.3	13.2	7.4	15.1	11.4	1.5	4.3	2.5	1.8	1.5	.6	.6	88.4	325
Spanish	25–26	43.6	15.4	2.6	10.2	12.8	2.6	2.6	2.6	2.6	..	..	..	95.0	39
	26–27	37.2	25.8	5.7	2.9	11.4	..	..	..	2.9	..	2.9	2.9	91.5	35
Mathematics	25–26	30.7	14.6	18.4	10.1	9.6	3.4	2.2	1.4	.8	.6	1.0	.2	93.4	499
	26–27	27.8	15.5	22.0	6.9	9.1	3.5	4.4	1.6	.7	.9	.4	..	93.0	549
Music	25–26	10.9	10.1	2.2	5.1	2.2	42.1	42.1	.7	..	..	.7	..	116.0	138
	26–27	6.6	11.5	2.4	4.8	4.2	44.6	47.0	.6	.6	.6	..	..	123.1	166
Physical Education	25–26	17.1	18.0	49.6	..	2.7	3.6	.9	..	.9	..	..	.9	93.7	111
	26–27	14.1	28.2	45.9	.7	1.5	..	.7	.7	1.5	..	1.5	..	94.8	135
Practical Art	25–26	16.7	30.2	7.9	..	.8	.8	2.4	..	..	.8	..	1.6	61.1	126
	26–27	21.6	27.2	6.4	1.6	3.2	1.6	..	.8	.8	..	..	..	63.2	125
Science	25–26	22.2	13.6	20.3	7.4	7.7	4.2	2.9	.3	.3	..	..	.3	79.3	310
	26–27	24.3	19.1	28.8	6.7	5.7	5.7	3.3	1.8	.9	..	.3	.3	96.1	330
Biology	25–26	22.6	10.7	22.6	10.7	9.7	4.3	3.2	2.2	..	..	..	..	88.2	93
	26–27	28.3	10.1	16.5	3.7	14.7	.9	3.7	.9	2.2	..	.9	.9	80.8	109
Chemistry	25–26	27.2	8.3	22.9	8.3	4.2	4.2	..	..	..	..	..	2.1	77.1	48
	26–27	23.3	15.0	23.3	..	1.7	1.7	..	..	..	..	1.7	..	66.7	60
General Science	25–26	30.3	9.2	18.4	6.4	1.8	4.6	2.8	1.8	2.8	..	.9	..	78.5	109
	26–27	33.9	21.8	16.9	7.3	3.2	1.6	5.7	.8	1.6	.8	..	.8	94.4	124
Physics	25–26	20.5	9.0	25.6	6.4	6.4	5.1	1.3	..	..	..	..	..	74.3	78
	26–27	21.7	8.3	20.0	10.0	11.7	1.7	6.7	5.0	1.7	..	..	..	86.7	60
Social Studies	25–26	26.9	10.4	15.5	9.7	9.8	4.4	3.1	1.8	1.2	.5	.8	.4	84.6	743
	26–27	26.0	14.3	16.7	9.8	10.7	3.6	4.5	2.7	.8	1.2	.6	.3	91.3	774
Library	25–26	11.1	22.2	..	11.1	11.1	..	..	..	..	..	..	..	31.3	48
	26–27	9.5	23.8	..	9.5	..	..	..	..	4.8	..	..	..	47.7	21
"All"	25–26	6.0	2.0	4.0	28.0	12.0	6.0	2.0	..	..	..	..	..	60.0	50
	26–27	10.3	5.1	5.1	25.6	25.6	7.7	5.1	..	..	..	..	..	84.6	39
No data	25–26	14.6	..	4.2	6.3	2.1	2.1	2.1	..	..	..	..	..	31.3	48
	26–27	6.1	12.1	3.0	12.1	9.1	3.0	3.0	..	..	..	..	..	48.4	33

In order to bring together certain information shown by this study regarding the duties of new teachers, a series of graphs is submitted. Each graph represents phases of the secondary school teacher market in Pennsylvania with reference to a subject of study. The information consists of subject combinations and social activity combinations in the teaching programs of new teachers of the subject in question, displayed for the two years studied in bar graphs, each bar representing a percentage of the total number of new teachers of that subject.

The interpretation of each graph is prepared with the thought in the mind of the writer that it may be used as guidance for prospective teachers. The implication in such interpretation is that the information constitutes reliable prognosis. The limitations of the study must be kept in mind. Only two years were studied and it is entirely possible that in spite of the general agreement of conditions in those two years the findings of a third year might be significantly different either in kind or in amount or in both. Then, too, the information given is regarding conditions as they were during the two-year period from 1925 to 1927. These conditions are what they are in many cases probably because of a compromise between the ideals of the administrators and the material at hand. At least however, facts displayed here may serve as a step, if not the final one, in the direction of gudiance toward ideal conditions.

Social Studies

Subject Combinations

New teachers of Social Studies comprised 26.2 per cent and 25.9 per cent respectively (Table XXVIII) for the two years studied of the total group.

More new teachers taught Social Studies than any other subject. Fewer than thirty per cent of these taught Social Studies alone even though the term Social Studies includes United States History, European History, Ancient History, English History, Community Civics, and Problems of Democracy.

The subjects combined with Social Studies frequently enough

to be significant are English, Mathematics, Latin and Science. Because of duplications, however, percentages indicated in Figure 39 must not be added.

Social Studies combined with English appear more frequently in teaching programs than alone, each being near thirty per cent of the total.

In so far as figures for the two years indicate trends, specialization in English is at least as important for the prospective teacher of Social Studies as is specialization in Social Studies. Specialization in Mathematics is important; two-thirds as many teachers of Social Studies teach Mathematics as teach Social Studies alone. Latin and Science are important in the equipment of the unselected new teacher of Social Studies.

Table XXX indicates that approximately ninety-three per cent of the new teachers of Social Studies have programs of three or fewer subjects. To meet present conditions of the market therefore a prospective teacher of Social Studies should have equally thorough preparation in English and Social Studies and at least a minor in Mathematics, Latin, or Science.

Activity Combinations

The number of activity sponsorships filled by new teachers of Social Studies in '25–26 was 84.6 per cent and in '26–27 was 91.3 per cent of the number of new teachers in that subject. (Table XXXIX.)

Of all new teachers of Social Studies about one-fourth sponsored Home Room, one-sixth Athletics, one-eighth Clubs, and one-tenth each Literary Society and Dramatics. A smaller proportion sponsored each of the other seven activities.

The approach to equality in the two years of each combination suggests that the combinations are probably constant.

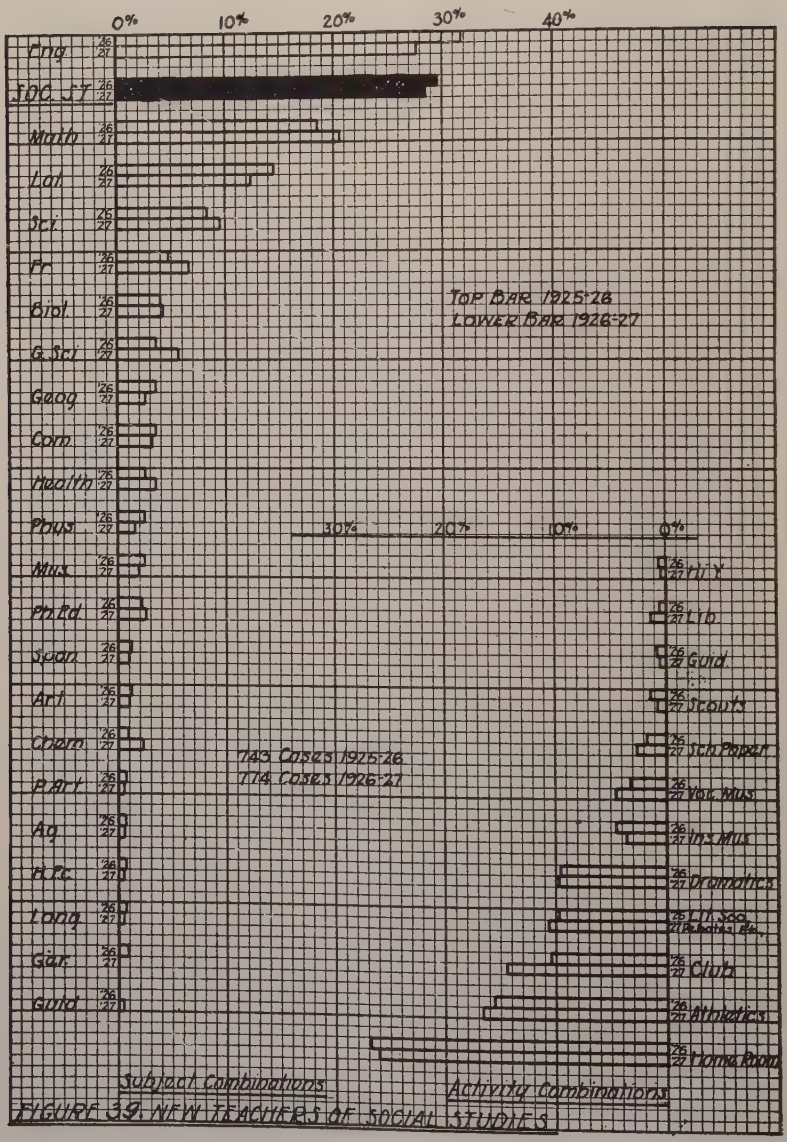


FIGURE 39. NEW TEACHERS OF SOCIAL STUDIES

FIGURE 39—NEW TEACHERS OF SOCIAL STUDIES

English

Subject Combinations

New teachers of English comprised 26.0 per cent and 25.8 per cent respectively (Table XXVIII) for the two years studied of the total group.

The number of new teachers of English is almost equal to the number of new teachers of Social Studies. (Table XXVIII.)

The subjects combined with English frequently enough to be significant are Social Studies, Latin, Mathematics, and French.

English alone appears more frequently than English combined with any other subject, about one-third of all new teachers of English teaching that subject alone. The proportion teaching English combined with Social Studies is practically equal to that teaching English alone.

About one in six new teachers of English teach Latin also, and about one in ten teach Mathematics and one in ten, French.

Table XXX indicates that about ninety-five per cent of new teachers of English have programs of one, two, or three subjects. Prospective teachers of English should certainly be prepared equally as well to teach Social Studies as English, and in addition Mathematics or Latin or Science should be considered worth while.

Activity Combinations

The number of activity sponsorships filled by new teachers of English in 1925–26 was 89.3 per cent and in 1926–27 was 101.8 per cent of the number of new teachers in that subject. (Table XXXIX.)

Of all new teachers of English almost three in ten sponsored Home Room, about one in five sponsored Dramatics, about one in eight sponsored Literary Society, and the same proportion Clubs, while about one in twelve directed Athletics.

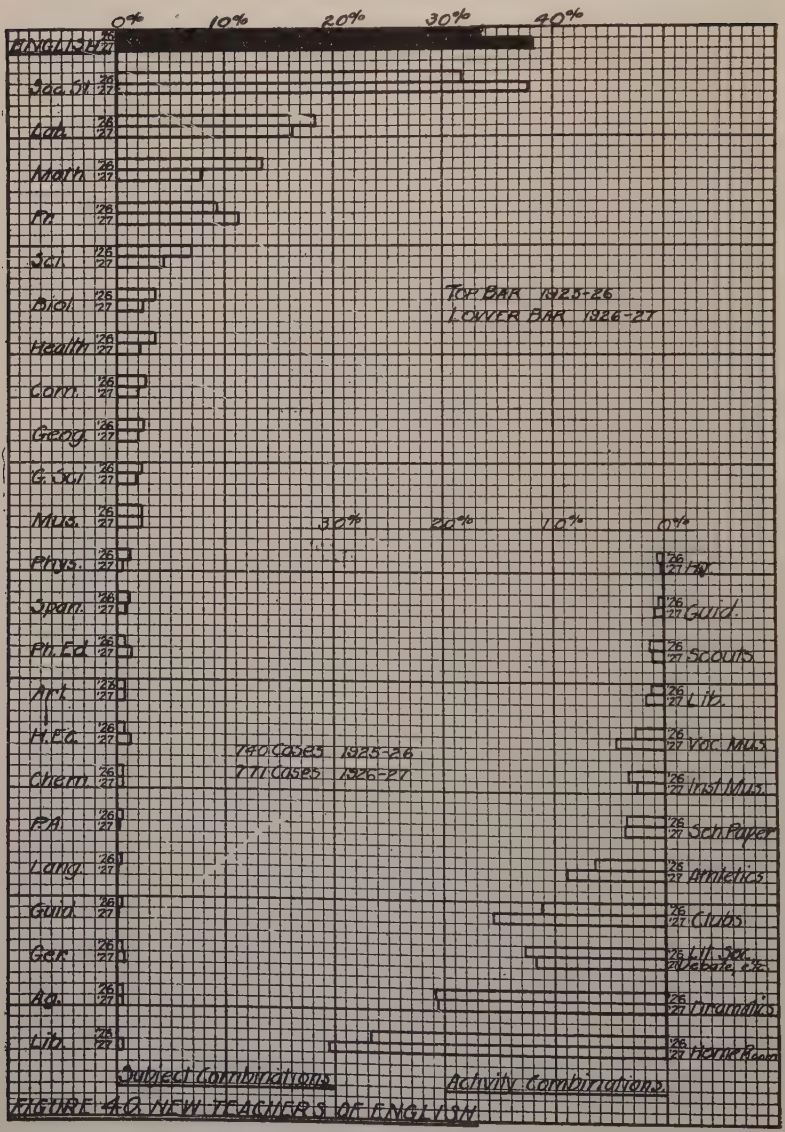


FIGURE 40. NEW TEACHERS OF ENGLISH

FIGURE 40—NEW TEACHERS OF ENGLISH

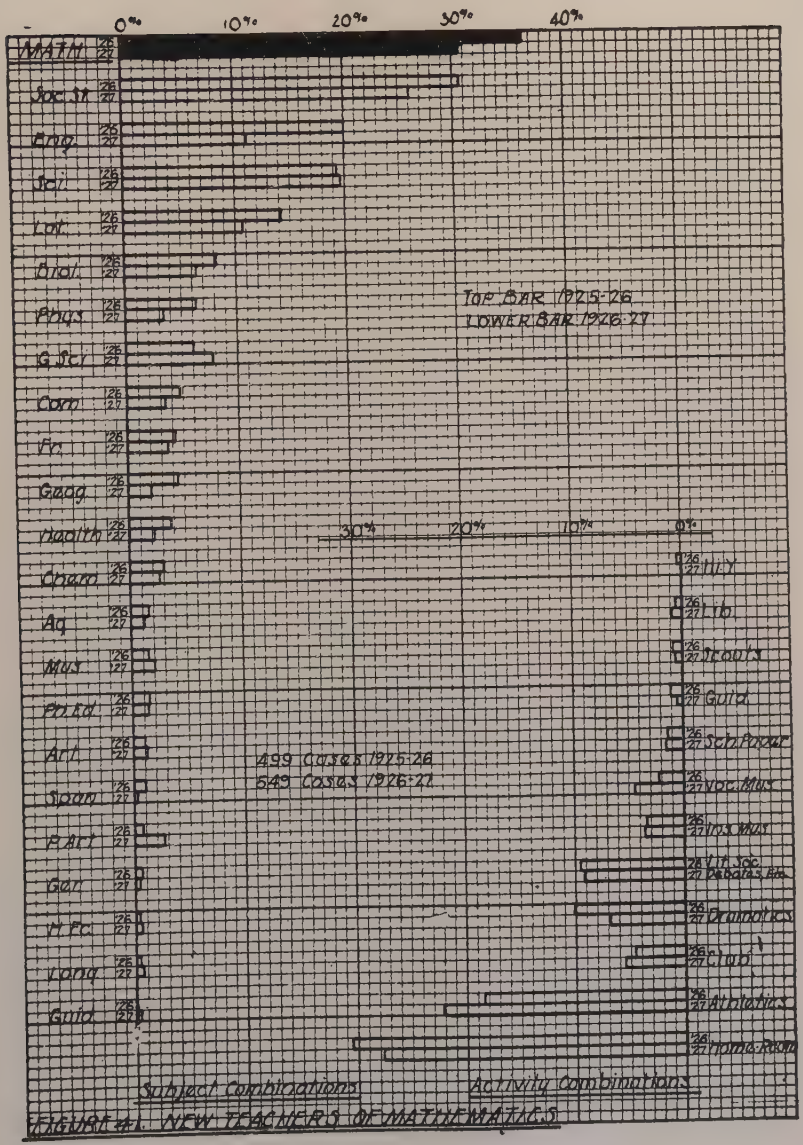


FIGURE 41. NEW TEACHERS OF MATHEMATICS

FIGURE 41—NEW TEACHERS OF MATHEMATICS

Mathematics

Subject Combinations

New teachers of Mathematics comprised 17.5 per cent and 18.4 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Mathematics frequently enough to be significant are Social Studies, English, Science, and Latin.

Mathematics alone was taught by about one of three new teachers of the subject, about two of each seven taught Social Studies as well, about one of five taught Science, and one in eight taught Latin. The proportion who taught English with Mathematics varied from one in five in 1925–26 to one in nine in 1926–27.

Table XXX indicates that about ninety per cent of the new teachers of Mathematics had programs of three or fewer subjects. In the light of the evidence shown then, prospective teachers of Mathematics should be well prepared in Social Studies and Science, and probably in English as well.

Activity Combinations

The number of activity sponsorships filled by new teachers of Mathematics in 1925–26 was 93.4 per cent and in 1926–27 was 93.0 per cent of the number of new teachers in that subject (Table XXXIX).

Of all new teachers of Mathematics two in seven sponsored Home Room, one in five Athletics, one in eleven Literary Society, and one in twelve Dramatics. Each of the other eight activities was sponsored by some new teachers of Mathematics.

Latin

Subject Combinations

New teachers of Latin comprised 12.3 per cent and 11.2 per cent respectively (Table XXVIII) for the two years studied of the total group.

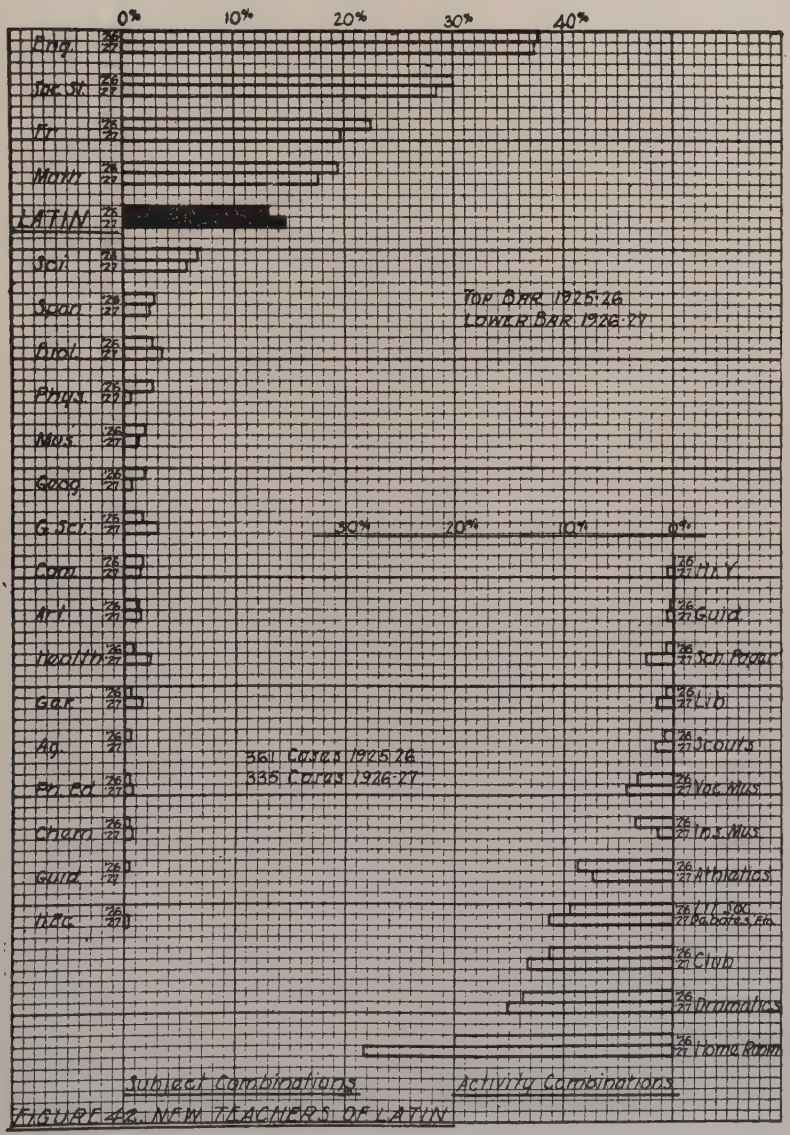


FIGURE 42. NEW TEACHERS OF LATIN

FIGURE 42—NEW TEACHERS OF LATIN

The subjects combined with Latin frequently enough to be significant are English, Social Studies, French, and Mathematics. Latin alone is taught by fewer new teachers than in combination with any of the four subjects named above. Three of every eight new teachers of Latin taught English also, about three in ten taught Social Studies, about one in five taught French, about two in eleven taught Mathematics, while about one in seven taught Latin alone.

More than half the new teachers of Latin had programs of two subjects (Table XXX) and almost four-fifths of them had programs of two or three subjects. It therefore seems reasonable that prospective teachers of Latin should qualify in one or two subjects chosen from English, Social Studies, French, and Mathematics.

Activity Combinations

The number of activity sponsorships filled by new teachers of Latin in 1925–26 was 72.9 per cent and in 1926–27 was 88.4 per cent of the number of new teachers in that subject (Table XXXIX).

New teachers of Latin sponsored during the two years studied each of the twelve types of activities. The proportion of those participating during the two years was practically equal except with respect to Home Room. Participation in this activity varied from one in five in 1925–26 to two in seven in 1926–27. Dramatics were sponsored by one in seven new teachers of Latin, Clubs by about one in eight, Literary Society by one in ten, and Athletics by one in twelve.

Science

Subject Combinations

It should be remembered that the term "Science" was probably not interpreted uniformly by all persons filling up the repors blanks. Sometimes it probably meant all sciences, sometimet any one of the sciences, and sometimes general science. With this caution the following statements are submitted.

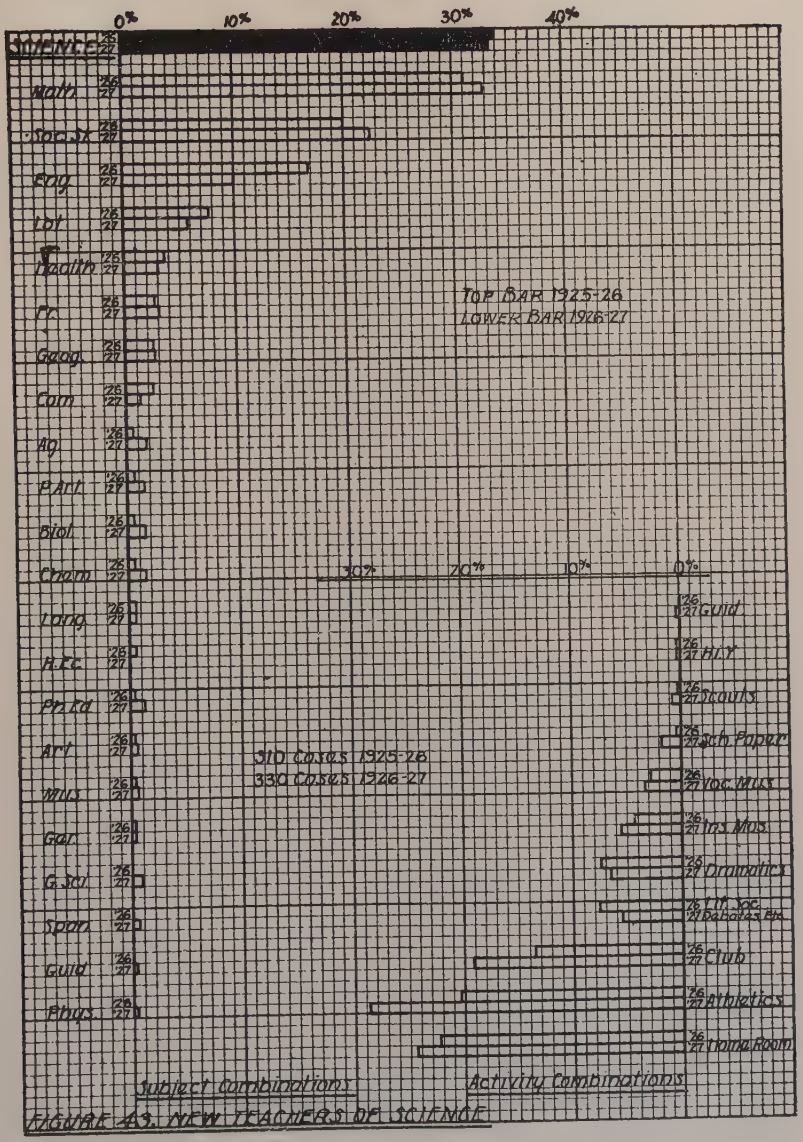


FIGURE 43—NEW TEACHERS OF SCIENCE

New teachers of Science comprised 10.9 per cent and 11.0 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Science frequently enough to be significant were Mathematics, Social Studies and English.

Science alone was taught by a slighly larger proportion of new teachers of the subject than in combination with any other subject. Slightly more than one in three new teachers of Science taught the subject alone, slightly fewer than one in three taught Mathematics as well, about one in five taught Social Studies, and from one in six in 1925–26 to one in ten in 1926–27 taught English.

Since about ninety-five per cent of new teachers of Science had programs of three or fewer subjects (Table XXX), and nearly half of them had programs of two subjects, prospective teachers of Science should qualify in Mathematics and in either Social Studies or English.

Activity Combinations

The number of sponsorships of activities filled by new teachers of Science in 1925–26 was 79.3 per cent and in 1926–27 was 96.1 per cent of the number of new teachers of that subject (Table XXXIX).

New teachers of Science sponsored each of the twelve activities except Library. Two in nine of them sponsored Home Room, about the same proportion sponsored Athletics, and about one in six sponsored Clubs. Participation in other activities was slight.

Commercial Studies

Subject Combinations

New teachers of Commercial Studies comprised 10.2 per cent and 9.5 per cent respectively (Table XXVIII) for the two years studied of the total group.

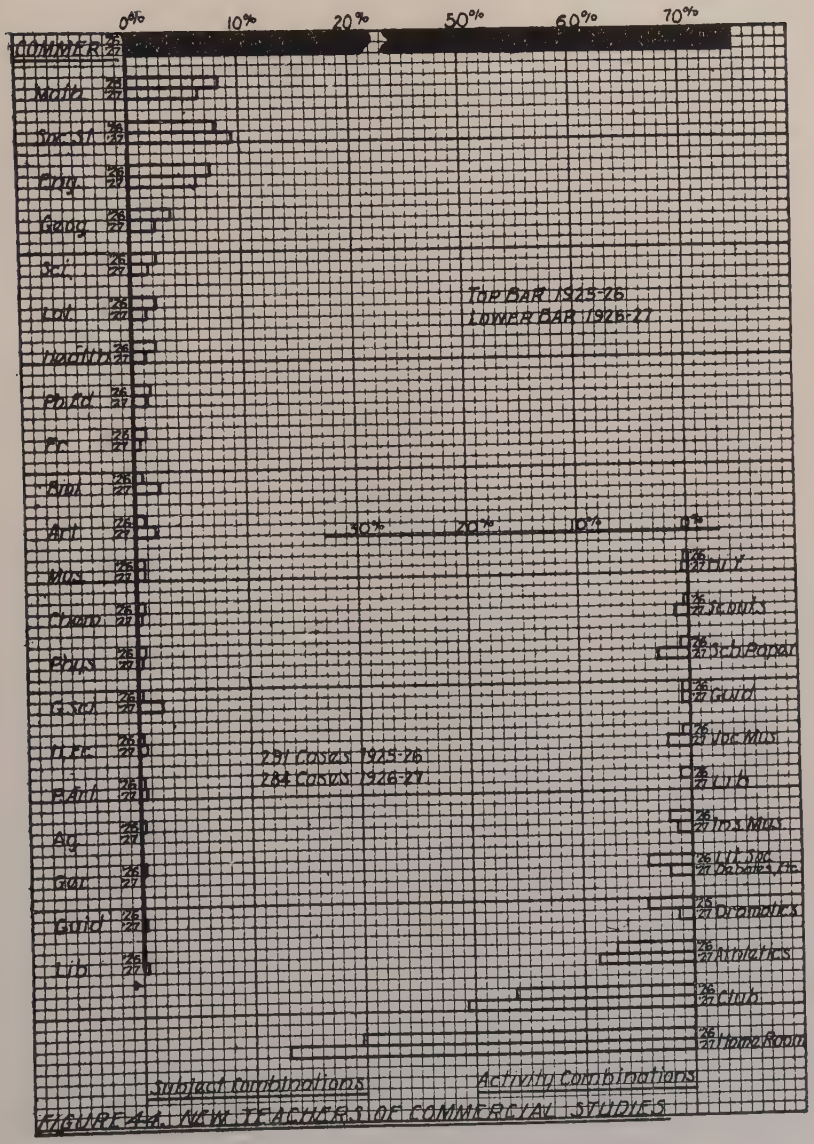


FIGURE 44.—NEW TEACHERS OF COMMERCIAL STUDIES

The subjects combined with Commercial Studies frequently enough to be significant were Mathematics, Social Studies, and English.

Commercial Studies alone were taught by three-fourths of the new teachers of these subjects. Each of the three subjects, Mathematics, Social Studies, and English, was taught by about one in twelve of the new teachers of Commercial Studies.

More than ninety per cent of the new teachers of Commercial Studies had programs of one or two subjects (Table XXX). It therefore seems reasonable that a minor in Mathematics, Social Studies, or English in addition to a major in Commercial Studies should be a reasonable preparation for prospective teachers of Commercial Studies.

Activity Combinations

The number of activity sponsorships filled by new teachers of Commercial Studies in 1925–26 was 67.7 per cent and in 1926–27 was 78.6 per cent of the number of new teachers in those subjects (Table XXXIX).

New teachers of Commercial Studies sponsored during the two years studied each of the twelve types of activities.

The proportion of those participating during the two years was relatively constant with respect to each activity.

About one in three new teachers of Commercial Studies sponsored Home Room, about two in eleven sponsored Clubs, and one in twelve sponsored Athletics. Participation in the remaining activities was by but a small part of the group.

French

Subject Combinations

New teachers of French comprised 6.7 per cent and 7.3 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with French frequently enough to be significant were Latin, English, Social Studies, and Mathematics.

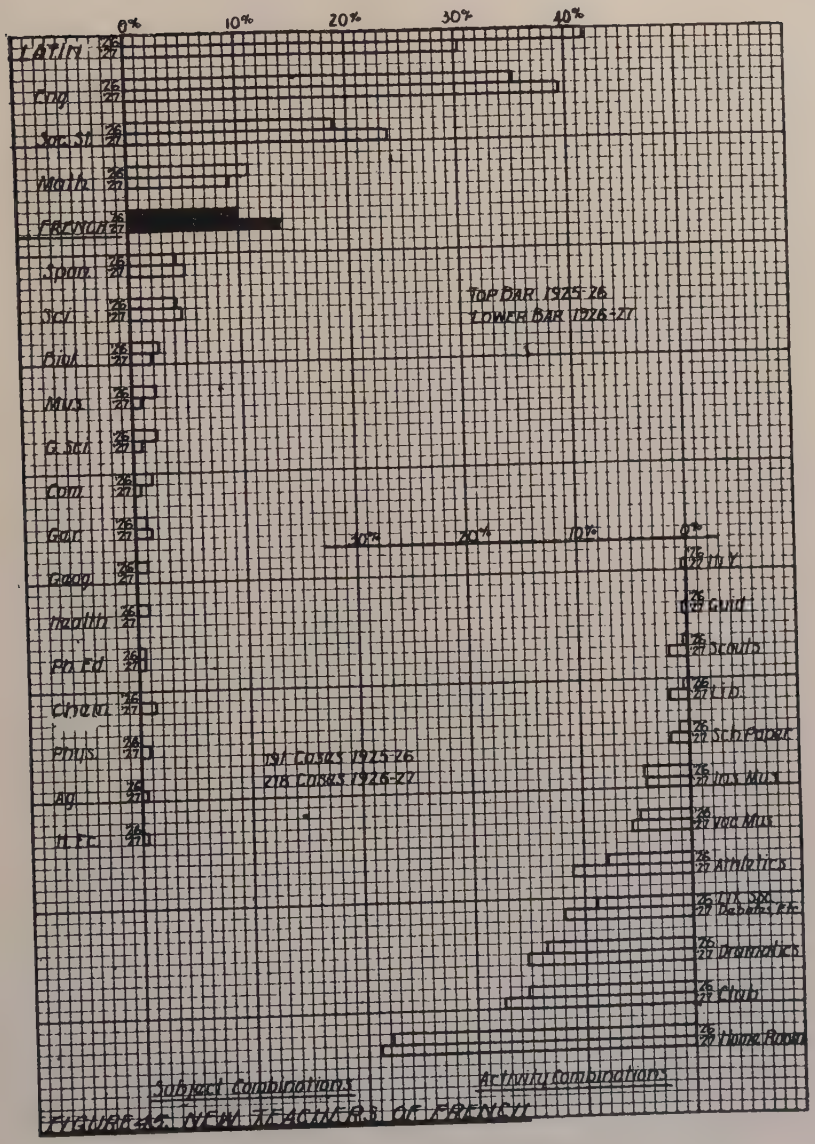


FIGURE 45.—NEW TEACHERS OF FRENCH

French alone was taught by only about one-tenth of the new teachers of that subject. French and Latin were taught by about one-third of the group and French and English by about one-third. French and Social Studies were taught by about one-fifth and French with Mathematics by about one-tenth of the group.

More than half of the new teachers of French had programs of two subjects and more than four-fifths of them had programs of two or three subjects (Table XXX). It seems reasonable therefore that prospective teachers of French should qualify, in addition to French, in one and preferably two of the subjects Latin, English, Social Studies, and Mathematics.

Activity Combinations

The number of activity sponsorships filled by new teachers of French in 1925–26 was 84.3 per cent and in 1926–27 was 100.0 per cent of the number of new teachers in that subject (Table XXXIX).

New teachers of French sponsored during the two years studied each of the twelve types of activ ties.

The proportion of those participating during the two years was quite constant with respect to each activity.

Almost three-tenths of the new teachers of French sponsored Home Room, about one-sixth sponsored Clubs, about one-seventh sponsored Dramatics, about one-tenth sponsored Literary Activities, and one-twelfth sponsored Athletics. Participation in the remaining activities was by but a small part of the group.

Home Economics

Subject Combinations

New teachers of Home Economics comprised 4.9 per cent and 5.0 per cent respectively (Table XXVIII) for the two years studied of the total group.

No subjects are combined with Home Economics frequently enough to be significant.

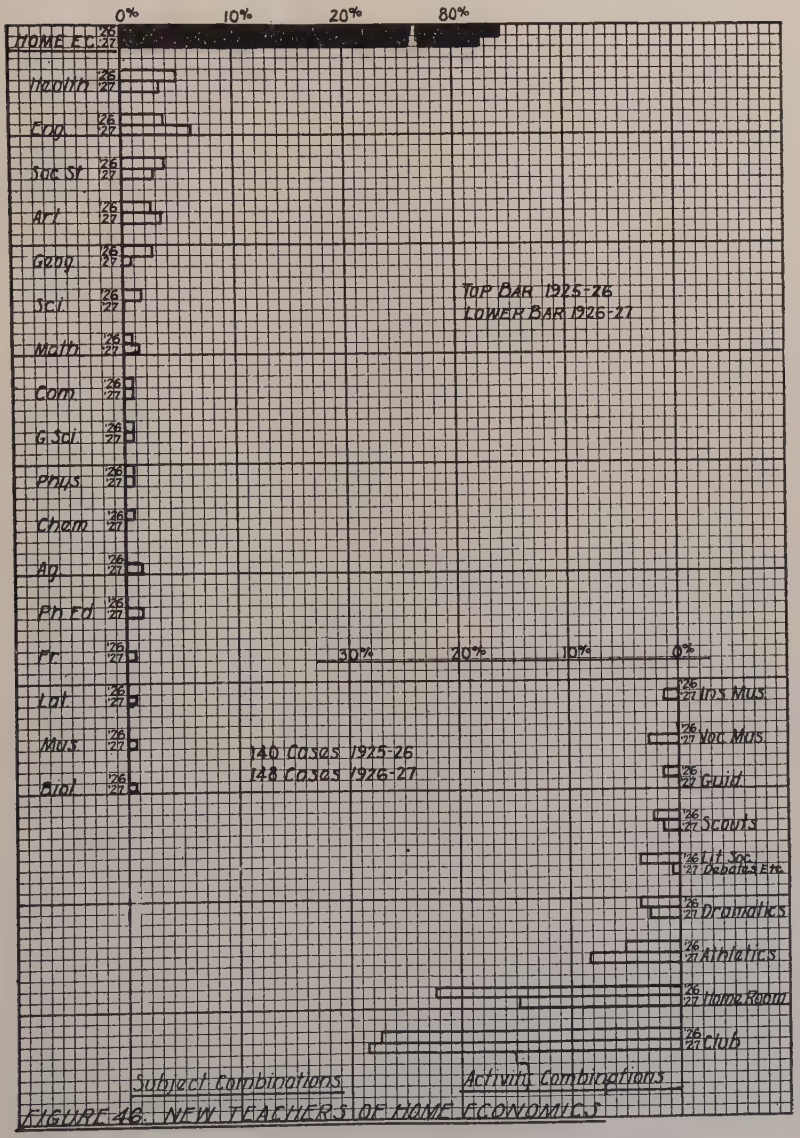


FIGURE 46—NEW TEACHERS OF HOME ECONOMICS

Home Economics alone was taught by about five-sixths of the new teachers of that subject. Under existing conditions therefore it seems that prospective teachers of Home Economics are justified in qualifying in that subject alone.

Activity Combinations

The number of activity sponsorships filled by new teachers of Home Economics in 1925–26 was 65.0 per cent and in 1926–27 was 60.2 per cent of the number of new teachers of that subject (Table XXXIX).

New teachers of Home Economics during the two years studied were called upon to sponsor each of the twelve types of activities except Hi-Y, Library, and School Paper.

About two-sevenths of the new teachers of Home Economics sponsored Clubs, and two-ninths and one-seventh respectively in the two years sponsored Home Room. Participation in the remaining activities was by but a small part of the group.

Music

Subject Combinations

New teachers of Music comprised 4.8 per cent and 5.6 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Music frequently enough to be significant were English and Social Studies.

Music alone was taught by five-sevenths of the new teachers of that subject, while English and Social Studies were each taught by about one in eight of the group.

Seven-eighths of the new teachers of Music had programs of one or two subjects (Table XXX). It seems reasonable therefore that prospective teachers of Music are justified in qualifying in either English or Social Studies in addition to their major.

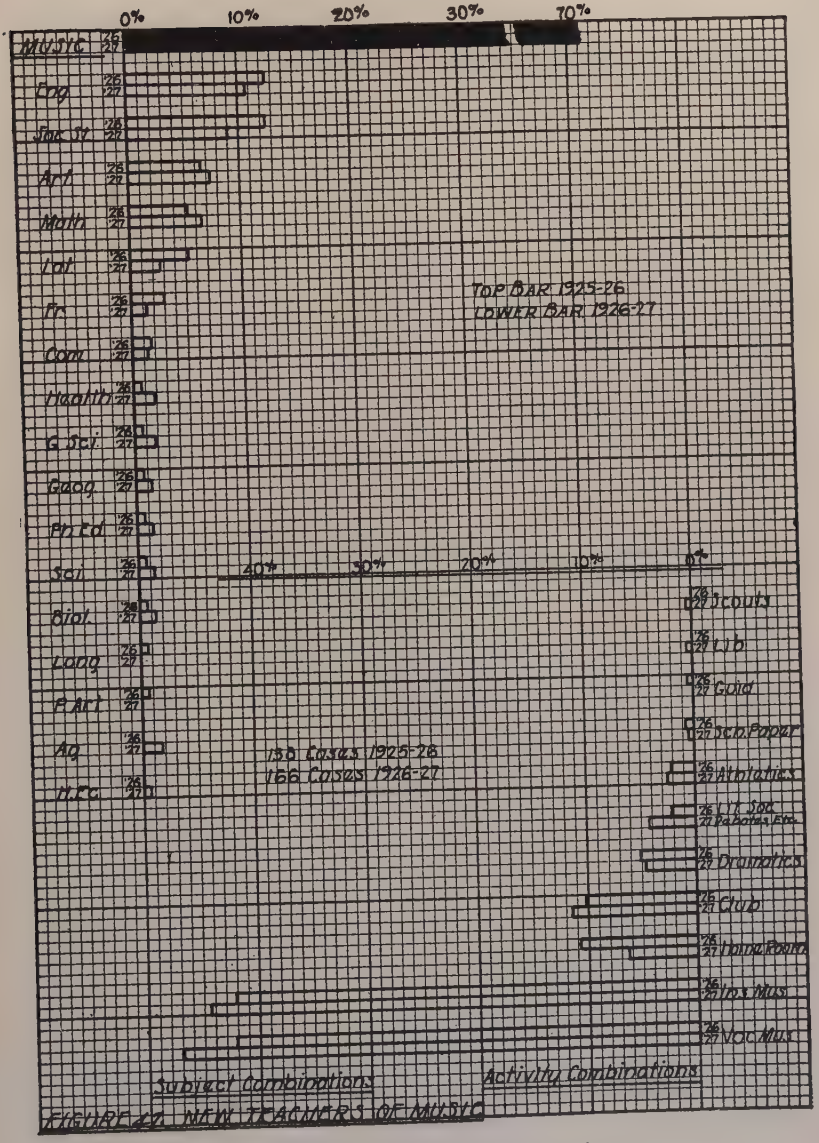


FIGURE 47—NEW TEACHERS OF MUSIC

FIGURE 47—NEW TEACHERS OF MUSIC

Activity Combinations

The number of activity sponsorships filled by new teachers of Music in 1925–26 was 116.0 per cent and in 1926–27 was 123.1 per cent of the number of new teachers in that subject (Table XXXIX). The unusually high representation is accounted for by the two activities, Instrumental Music and Vocal Music, which in many instances were sponsored by the one teacher of Music.

New teachers of Music sponsored during the two years studied each of the twelve activities except Hi-Y.

The proportion of those participating during the two years, was quite constant.

About three in seven new teachers of Music sponsored Vocal Music, and a like proportion sponsored Instrumental Music. About one in ten sponsored Clubs and one in twlelve Home Room. Participation in the other activities was slight.

Practical Arts

Subject Combinations

New teachers of Practical Arts comprised 4.4 per cent and 4.2 per cent respectively (Table XXVIII) for the two years studied of the total group.

No subjects were combined with Practical Arts frequently enough to be significant except Mathematics in 1926–27 when about one in eight new teachers taught that combination.

About three-fourths of the new teachers of Practical Arts taught that subject alone. Under existing conditions, then, Mathematics seems to be the only subject in which prospective teachers of Practical Arts need qualify.

Activity Combinations

The number of activity sponsorships filled by new teachers of Practical Arts in 1925–26 was 61.1 per cent and in 1926–27 was 63.2 per cent of the number of new teachers in those subjects (Table XXXIX).

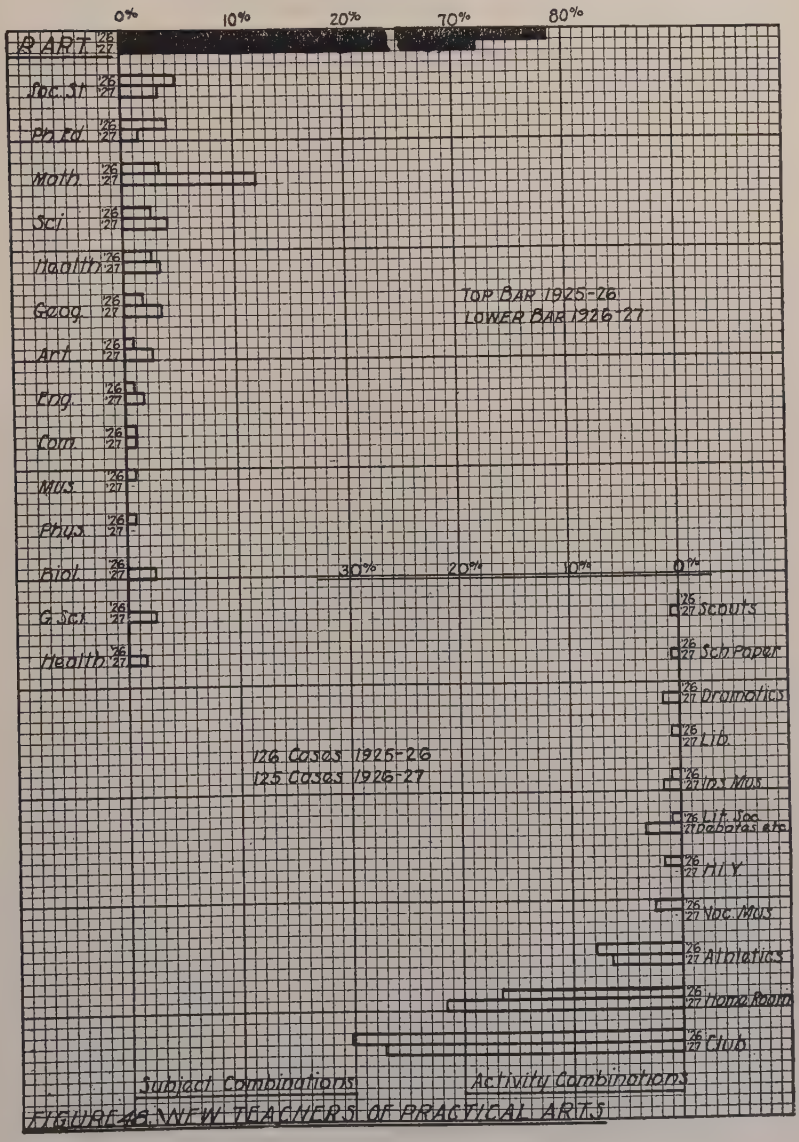


FIGURE 48—NEW TEACHERS OF PRACTICAL ARTS

About two-sevenths of the group sponsored Clubs and about two-elevenths sponsored Home Room. Participation in the remaining activities was slight.

Physical Education

Subject Combinations

New teachers of Physical Education comprised 3.9 per cent and 4.5 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Physical Education frequently enough to be significant were Social Studies and Health. The former combination was taught by about one-seventh and the latter combination by about one-tenth of the group.

Physical Education alone formed the teaching program of about four-sevenths of the group. Under existing conditions and owing to the close relation of the subject Health to Physical Education it would seem that Social Studies is a proper minor to use in preparing with a major in Physical Education.

Activity Combinations

The number of activity sponsorships filled by new teachers of Physical Education in 1925–26 was 93.7 per cent and in 1926–27 was 94.8 per cent of the new teachers in that subject (Table XXXIX).

New teachers of Physical Education sponsored during the two years studied each of the twelve types of activity except Library.

Nearly half of the new teachers of Physical Education sponsored Athletics, about one-fifth sponsored Clubs, and about one-seventh Home Room. Participation in the remaining activities was slight.

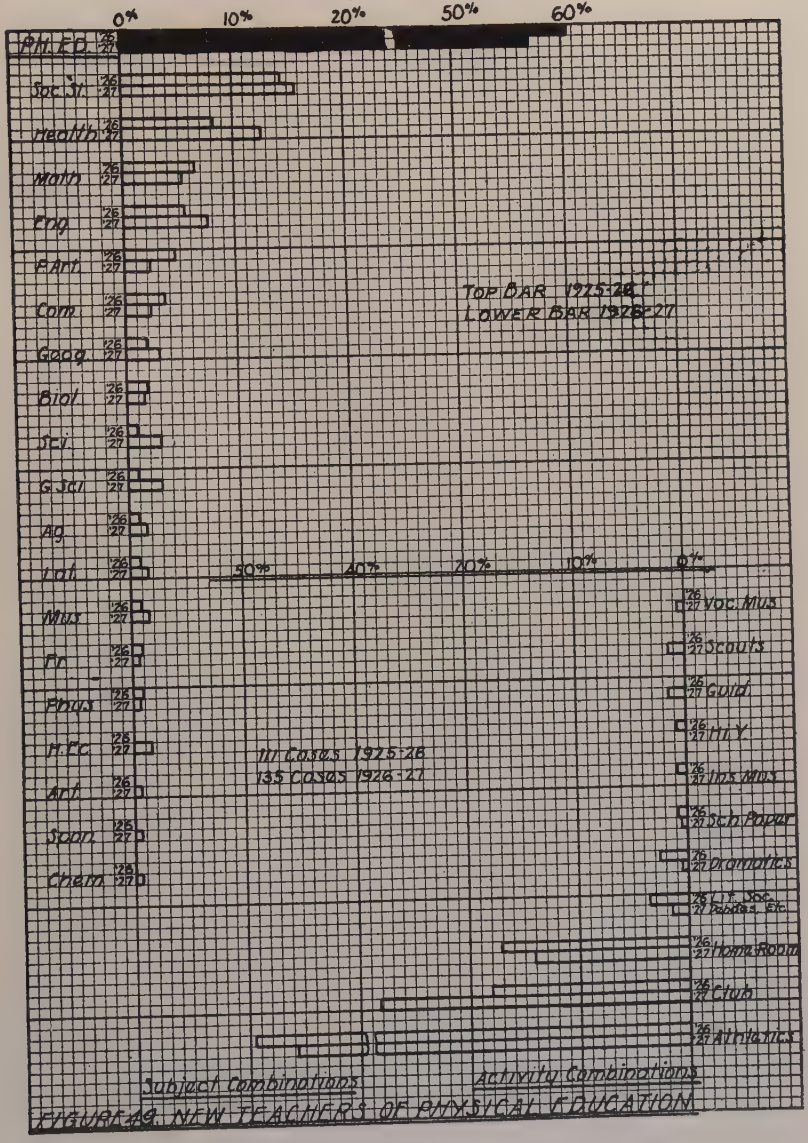


FIGURE 49—NEW TEACHERS OF PHYSICAL EDUCATION

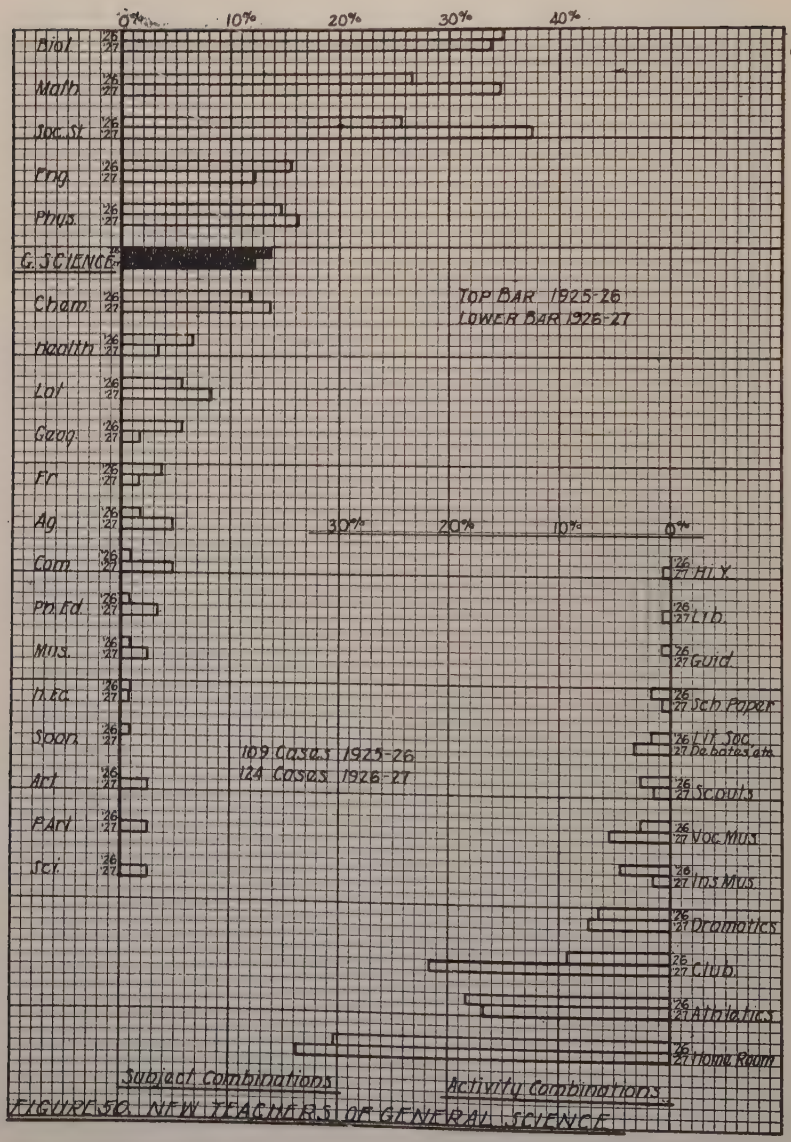


FIGURE 50—NEW TEACHERS OF GENERAL SCIENCE

General Science

Subject Combinations

New teachers of General Science comprised 3.8 per cent and 4.1 per cent respectively (Table XXVIII) for the two years studied of the total group.

Only one in eight of the new teachers of General Science taught the subject alone, while as many taught General Science combined with Chemistry, as many combined with English, two in seven with Physics, three in ten with Social Studies, and equal proportion with Mathematics, and one in three with Biology.

Table XXX indicates that considerable numbers of new teachers of General Science had programs of each number of subjects up to and including five. When this fact is combined with the information shown in Figure 50 regarding the subject combinations one is at a loss to choose a combination of subjects for guidance of prospective teachers. The question arises whether combinations have been standardized or whether it is considered rather generally that any teacher of Biology, Physics, or Chemistry can teach General Science, since the other subjects frequently combined with General Science were likewise frequently combined with these other sciences older in the program of studies than General Science.

Activity Combinations

The number of activity sponsorships filled by new teachers of General Science in 1925–26 was 78.5 per cent and in 1926–27 was 94.4 per cent of the number of new teachers in that subject (Table XXXIX).

New teachers of General Science sponsored during the two years studied all of the twelve types of activities.

Nearly one-third of the new teachers of General Science sponsored Home Room, about two-elevenths sponsored Athletics, and from one-tenth in 1925–26 to one-fifth in 1926–27 sponsored Clubs. Participation in other activities was slight.

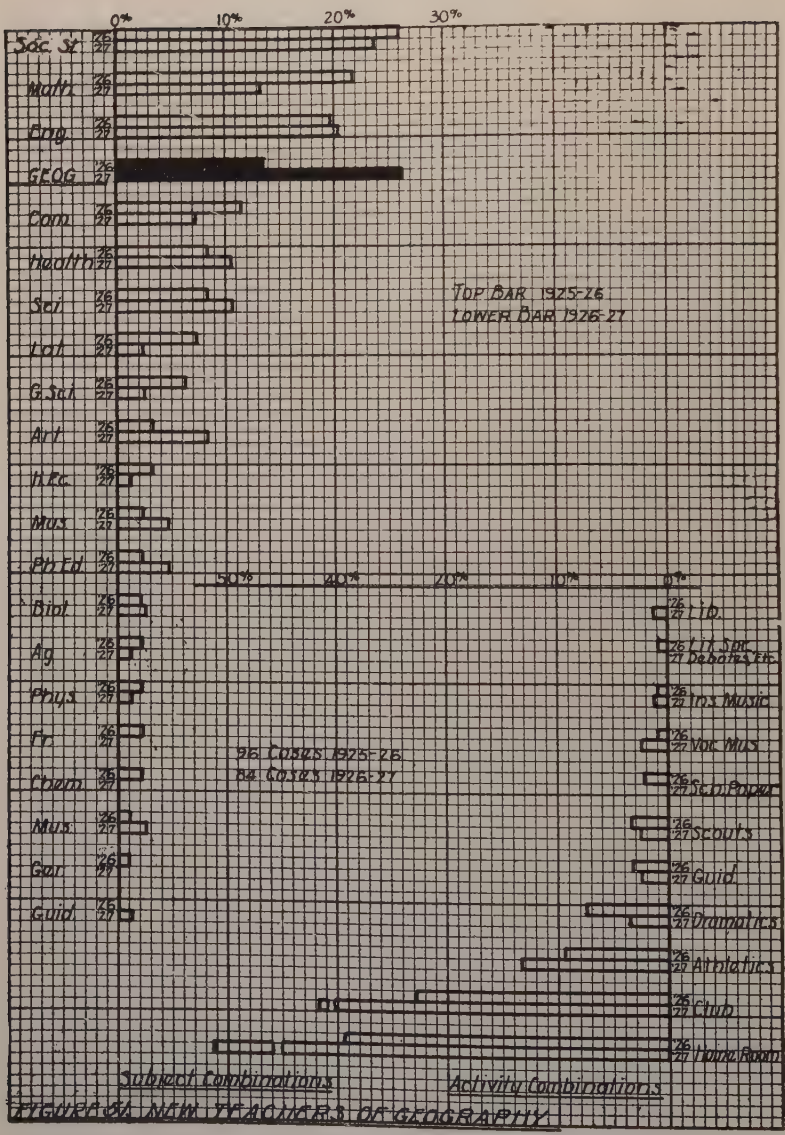


FIGURE 51—NEW TEACHERS OF GEOGRAPHY

Geography

Subject Combinations

New teachers of Geography comprised 3.4 per cent and 2.8 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Geography frequently enough to be significant were Social Studies, Mathematics, English, Commercial Studies, Health, and Science.

Geography alone was taught by one in eight new teachers of the subject in 1925–26 and by twice as large a proportion in 1926–27. Nearly one-fourth of the group taught Geography combined with Social Studies in each year and one-fifth combined with English. Combinations of Geography with Mathematics were found in programs of about one-fifth and one-eighth of the group respectively for the two years, and Commercial Subjects, Health and Science were each combined with Geography in about one-twelfth of the cases.

Geography was combined most frequently in programs of two subjects each (Table XXX), frequently in programs of three subjects each, and it was taught alone by a considerable part of the group as mentioned above. The preparation of prospective teachers of Geography then should include qualification in one or two other subjects, probably Social Studies, English or Mathematics.

Activity Combinations

The number of sponsorships of activities filled by new teachers of Geography in 1925–26 was 80.3 per cent and in 1926–27 was 119.1 per cent of the new teachers of that subject (Table XXXIX).

New teachers of Geography sponsored during the two years studied all types of activities except Hi-Y.

Decided discrepancies between the two years existed with respect to each of the three most frequently sponsored activities, though with relation to each other and to the other activities these three activities (Home Room, Clubs and Athletics) in each year held constant positions. Home Room sponsorships

employed about two-sevenths of the group in 1925–26 and more than half of them the following year. With respect to Clubs the corresponding range was from less than one-fourth to almost three-sevenths. In Athletics the range was from one-eleventh to almost one-seventh. Participation in the remaining activities was slight.

Biology

Subject Combinations

New teachers of Biology comprised 3.3 per cent and 3.6 per cent respectively (Table XXVIII) for the two years studied of the total group.

Biology was a very much combined subject, only about one in five new teachers of the subject teaching it alone. Combinations in significant proportions of programs were found in Mathematics forming from three-sevenths to one-third of the group in the respective years, General Science about two-fifths of the group, Social Studies three-tenths, English from two-sevenths to one-fifth, Physics and Chemistry each about one-sixth, and Latin about one-tenth of the group.

Biology was taught in combinations of two-, three-, four- and five-subject programs predominantly (Table XXX). This fact, along with the information from Figure 52 mentioned above, indicates a condition difficult if not impossible to meet in preparing prospective teachers. No standard combination of subjects apparently has been determined. The suggestion is present that almost any teacher can teach Biology.

Activity Combinations

The number of activity sponsorships filled by new teachers of Biology in 1925–26 was 88.2 per cent and in 1926–27 was 80.8 per cent of the number of new teachers of that subject (Table XXXIX).

New teachers of Biology sponsored during the two years studied all of the types of activities except Library.

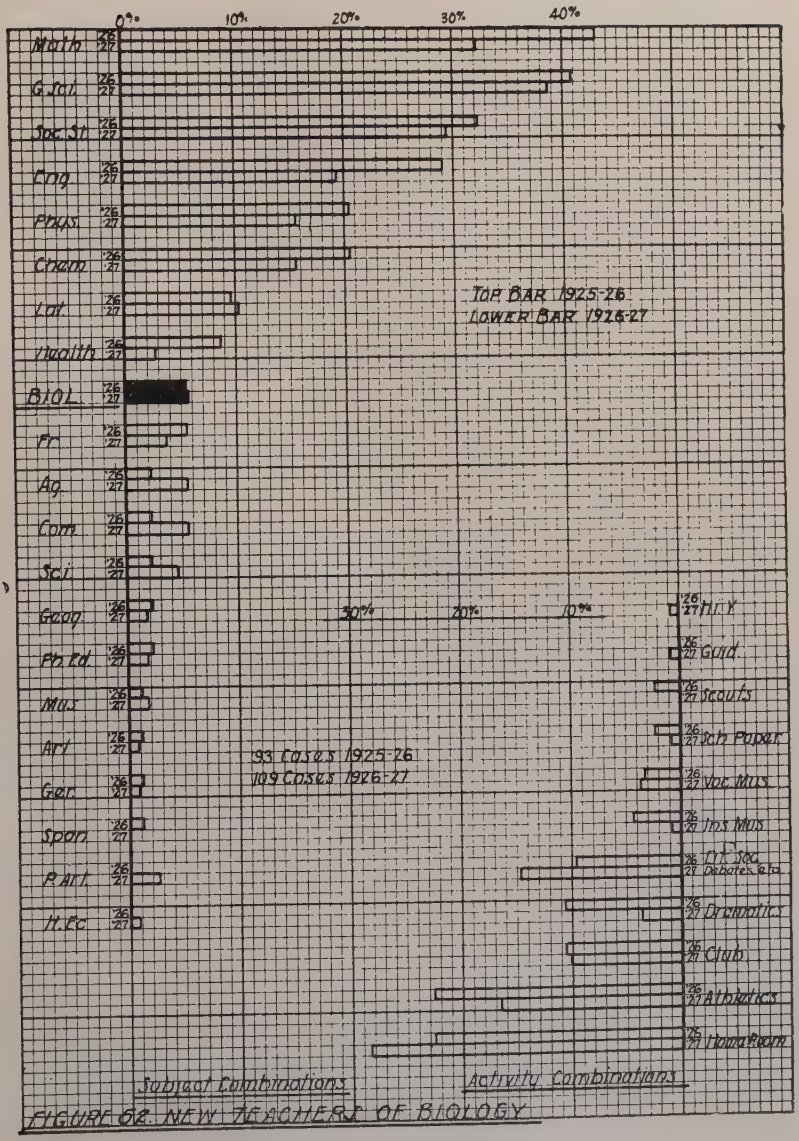


FIGURE 52—NEW TEACHERS OF BIOLOGY

Home Room, Athletics, Clubs and Literary Society were the activities participated in by more than a slight proportion of the group.

The consistency between the two years with respect to the proportions sponsoring given activities was not particularly marked.

About one-fourth of the group sponsored Home Room, about two-elevenths sponsored Athletics, one-eighth Literary Society, and one-tenth Clubs.

Health

Subject Combinations

New teachers of Health comprised 2.9 per cent and 3.5 per cent respectively (Table XXVIII) for the two years studied of the total group.

The subjects combined with Health frequently enough to be significant were Social Studies, Mathematics, Science, English, Physical Education and Geography.

Health was taught alone by fewer than one-fourth of the group who taught the subject. Combined with Social Studies, Health was a part of the programs of about one-fourth of the group, Mathematics and Health of about one-sixth, English and Physical Education each of about one-eighth, Science of about one-ninth and Geography of about one-eleventh of the new teachers of Health.

Health was found most often combined in programs of two, three, or one subject (Table XXX). The prospective teacher of Health would do well then to qualify in one or two of the subjects named above if present combinations of subjects are to be maintained.

Activity Combinations

The number of activity sponsorships filled by new teachers of Health in 1925–26 was 94.0 per cent and in 1926–27 was 95.5 per cent of the new teachers of that subject (Table XXXIX).

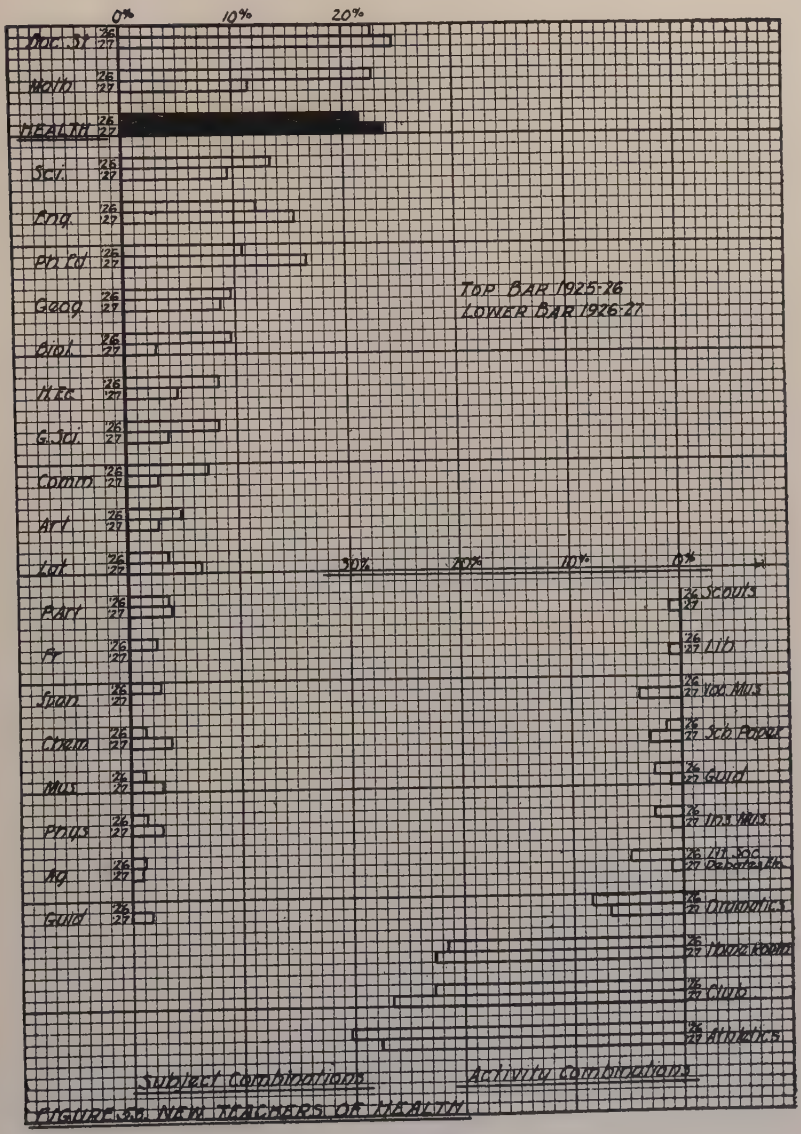


FIGURE 53. NEW TEACHERS OF HEALTH

FIGURE 53—NEW TEACHERS OF HEALTH

New teachers of Health sponsored during the two years studied all of the types of activities except Hi-Y. Athletics, Clubs, and Home Room sponsorships formed part of the duties respectively of two-sevenths, one-fourth and one-fifth of the group. Participation in other activities was by only a slight proportion of the total.

Physics

New teachers of Physics comprised 2.7 per cent and 2.0 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, seventy-eight and sixty respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of subject combinations and activity combinations is presented in Figure 54. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Art

New teachers of Art comprised 2.4 per cent and 2.8 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, sixty-eight and eighty-five respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of the subject combinations and activity combinations is presented in Figure 55. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

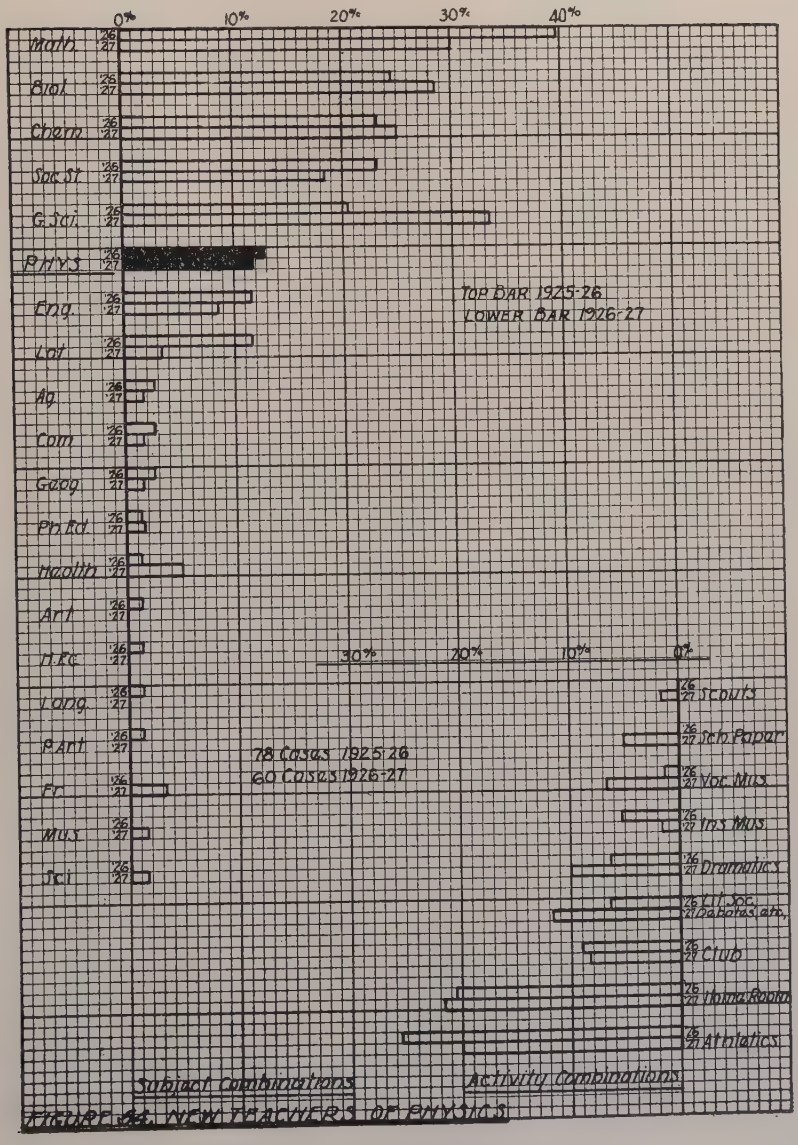


FIGURE 54—NEW TEACHERS OF PHYSICS

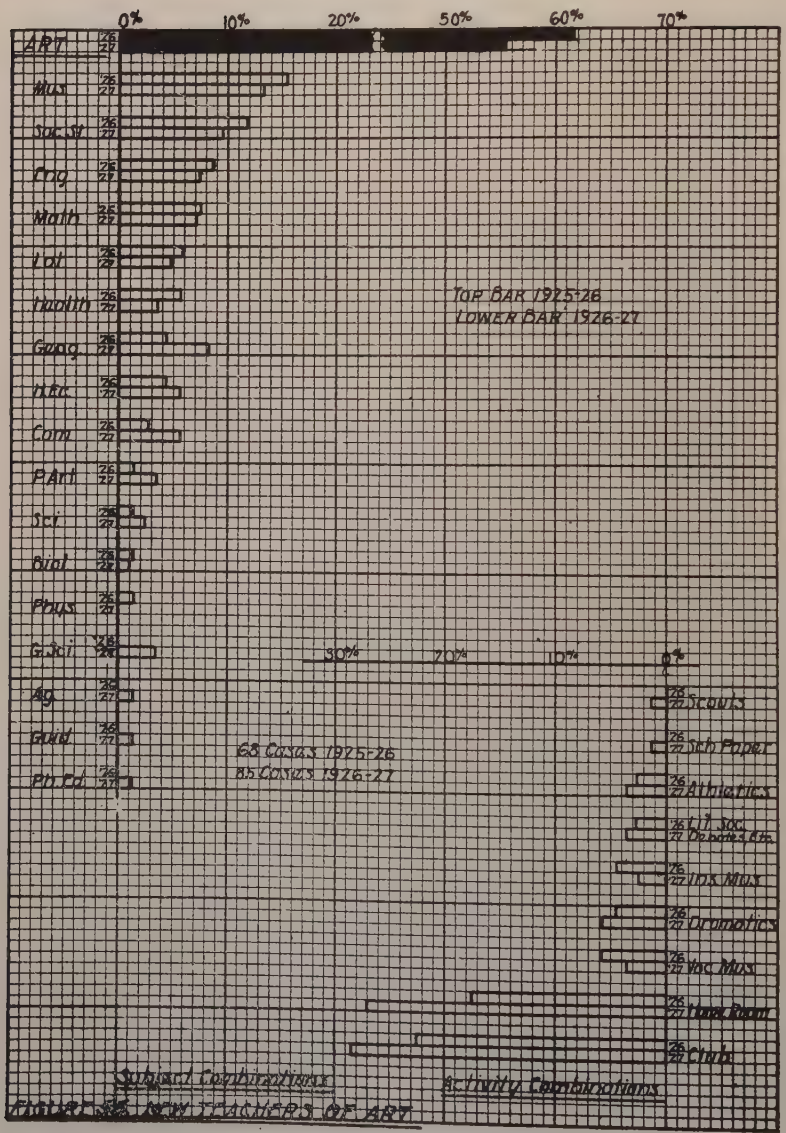


FIGURE 55—NEW TEACHERS OF ART

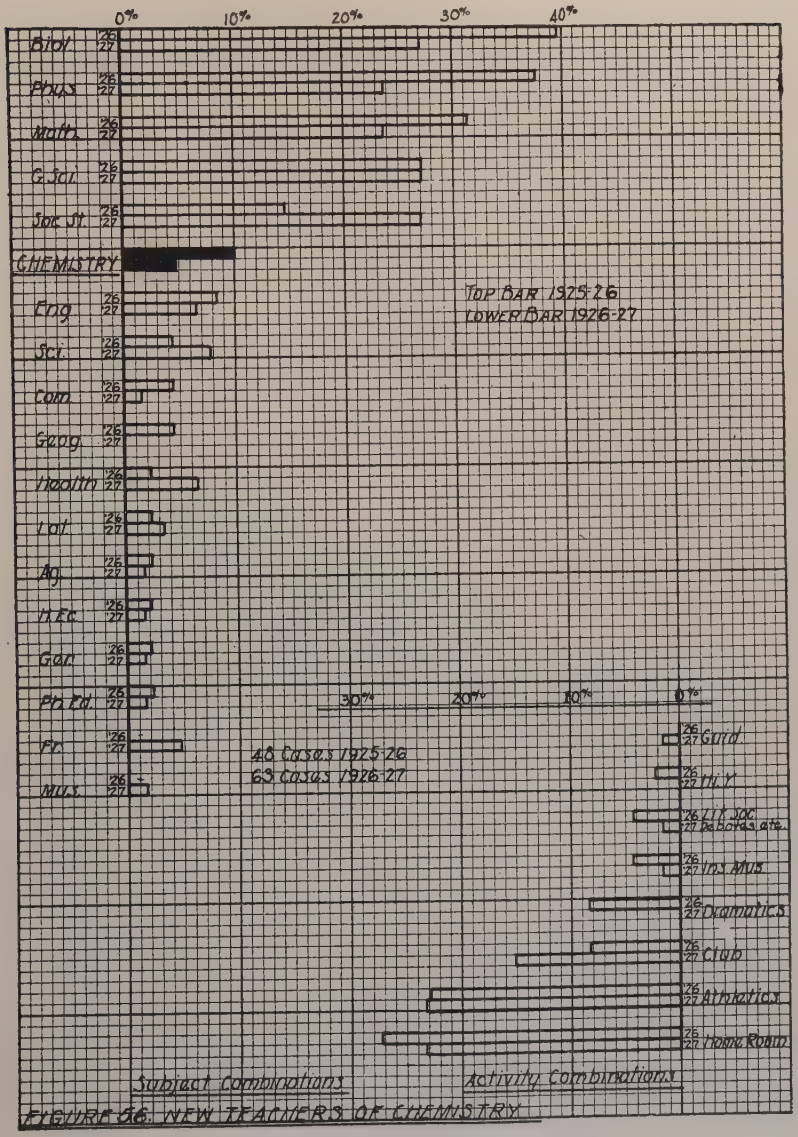


FIGURE 56—NEW TEACHERS OF CHEMISTRY

Chemistry

New teachers of Chemistry comprised 1.7 per cent and 2.0 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, forty-eight and sixty respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of subject combinations and activity combinations is presented in Figure 56. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Spanish

New teachers of Spanish comprised 1.7 per cent and 1.2 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, forty-six and thirty-five respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of subject combinations and activity combinations is presented in Figure 57. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Agriculture

New teachers of Agriculture comprised 1.3 per cent and 1.1 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, thirty-eight and thirty-two respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of the subject combinations and activity combinations is presented in Figure 58. The information shown in the figure is an accurate presentation of

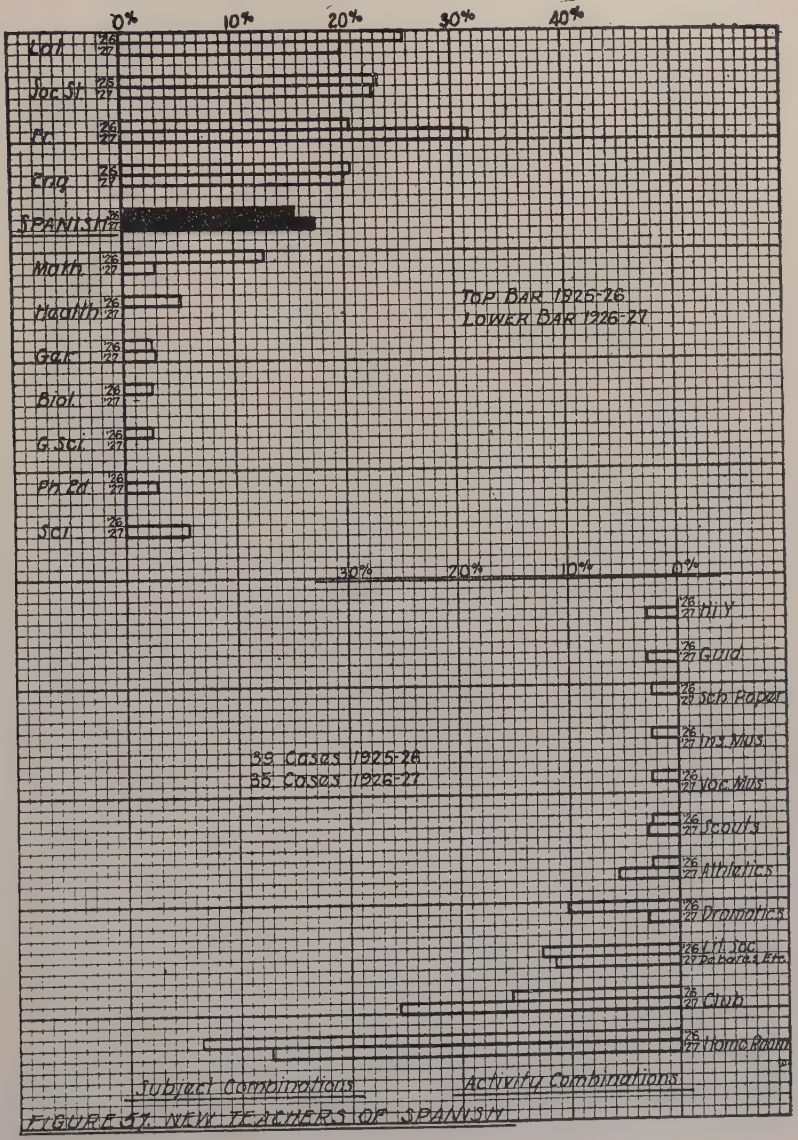


FIGURE 57—NEW TEACHERS OF SPANISH

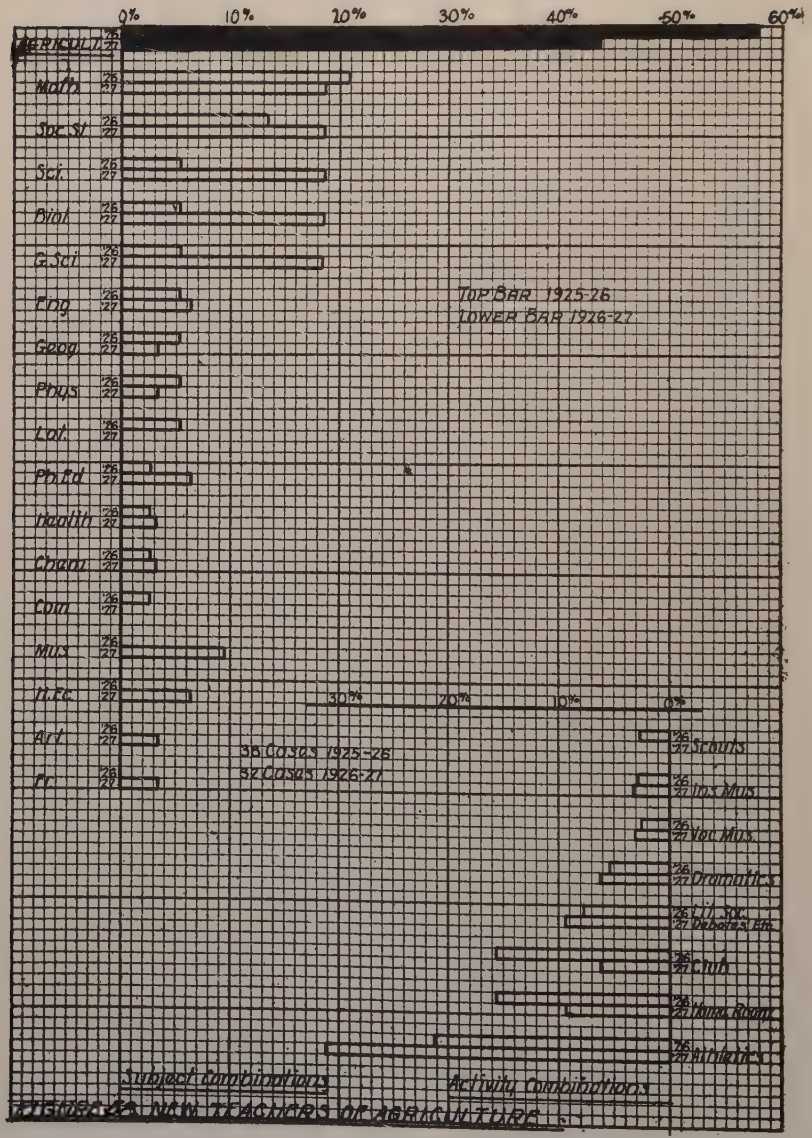


FIGURE 58—NEW TEACHERS OF AGRICULTURE

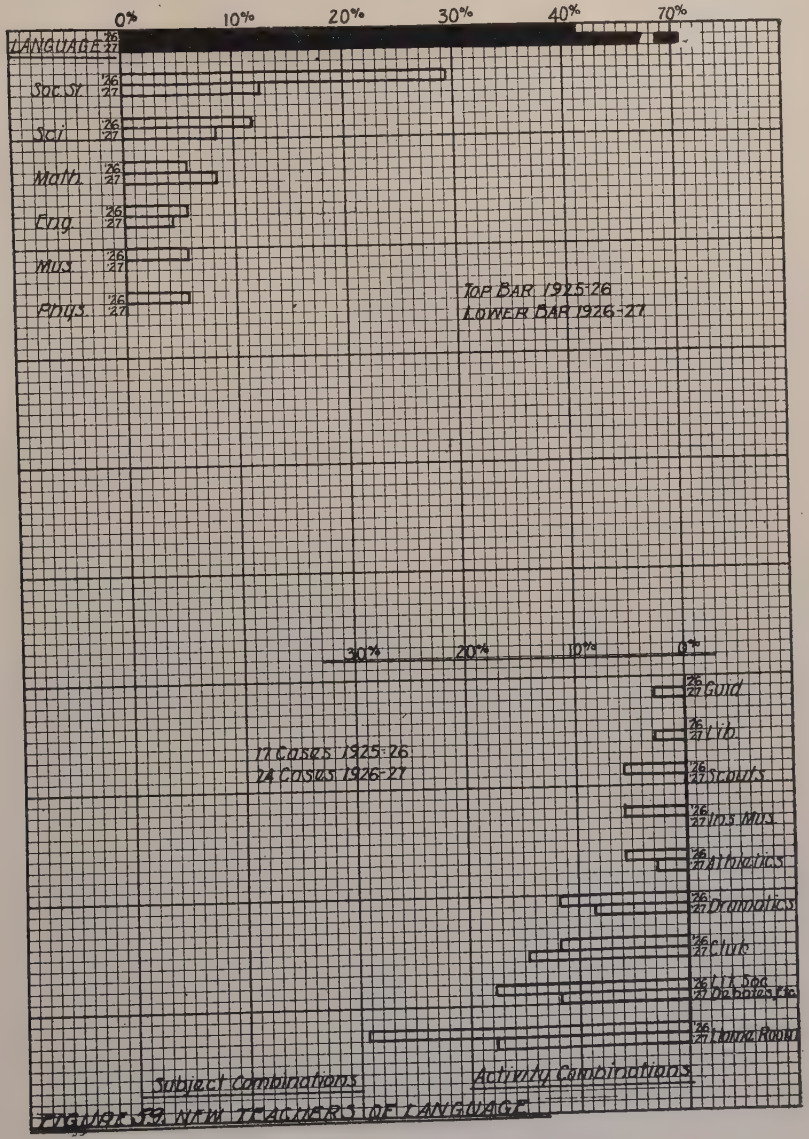


FIGURE 59. NEW TEACHERS OF LANGUAGE

FIGURE 59—NEW TEACHERS OF LANGUAGE

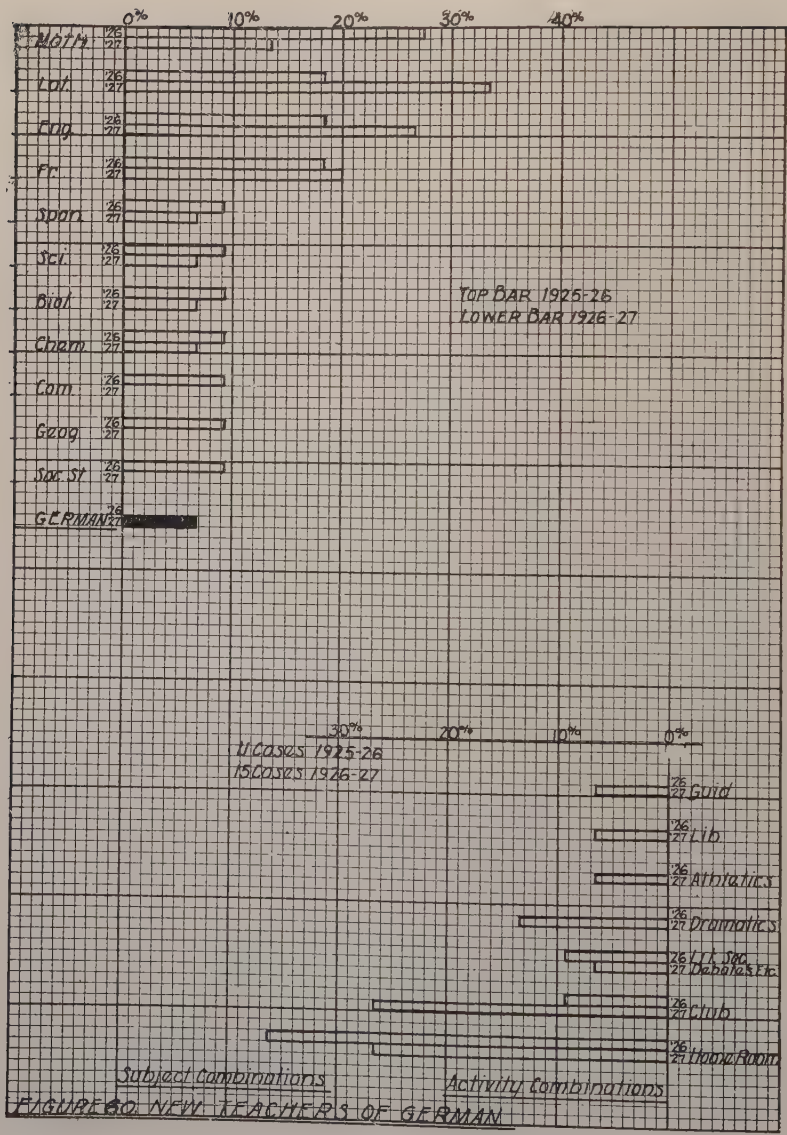


FIGURE 60. NEW TEACHERS OF GERMAN

FIGURE 60—NEW TEACHERS OF GERMAN

conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Language

New teachers of Language comprised .6 per cent and 1.1 per cent respective y (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, seventeen and thirty-four respectively for the two years, interpretations based on the percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of subject combinations and activity combinations is presented in Figure 59. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

German

New teachers of German comprised .4 per cent and .5 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, eleven and fifteen respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical presentation of subject combinations and activity combinations is presented in Figure 60. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Library

New teachers of Library comprised .3 per cent and .7 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, nine and twenty-one respectively for the two years,

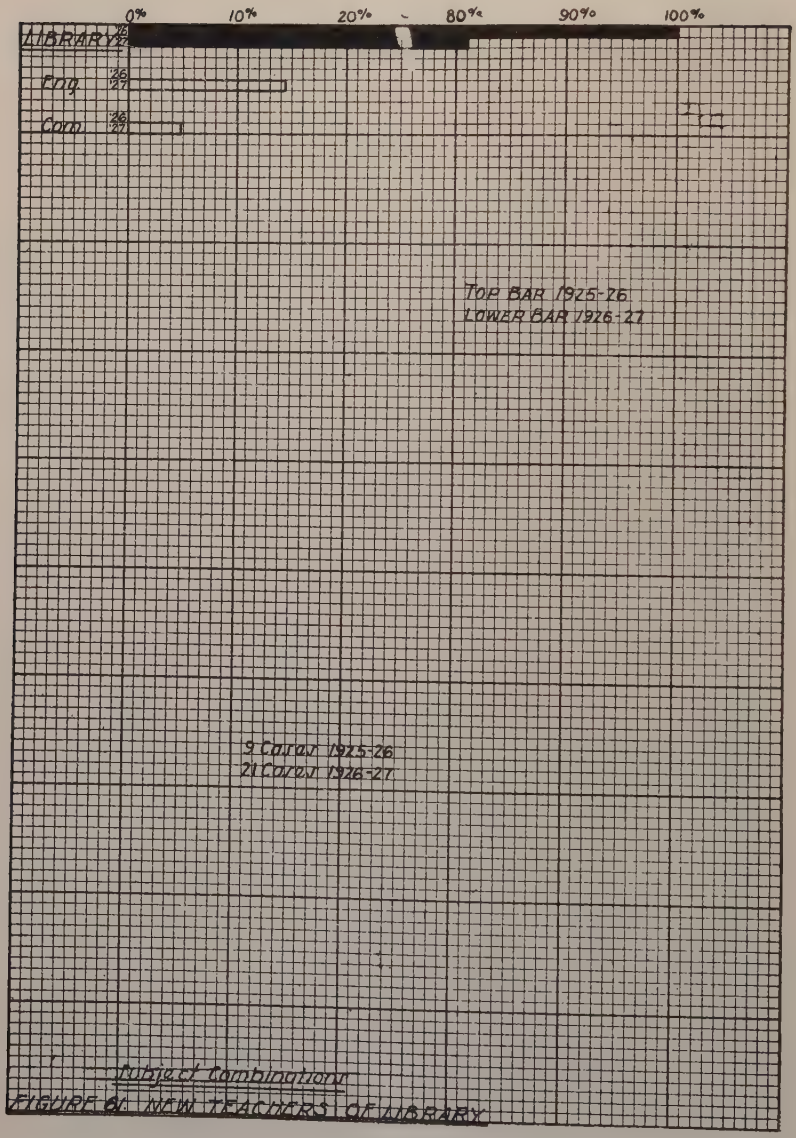


FIGURE 61—NEW TEACHERS OF LIBRARY

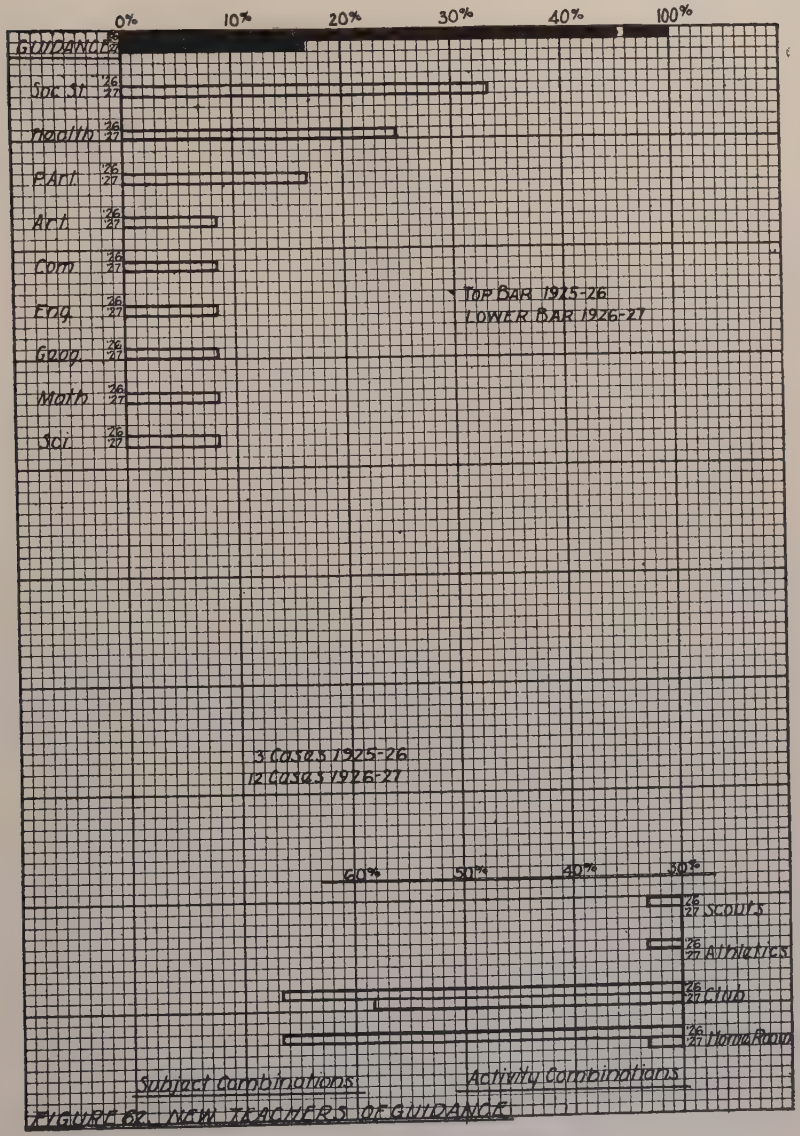


FIGURE 62—NEW TEACHERS OF GUIDANCE

interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphical representation of subject combinations and activity combinations is presented in Figure 61. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

Guidance

New teachers of Guidance comprised .1 per cent and .4 per cent respectively (Table XXVIII) for the two years studied of the total group of new teachers. Since the numbers of cases involved are small, three and twelve respectively for the two years, interpretations based on percentages of the numbers of cases and intended for guidance purposes are not given. The graphica representation of subject combinations is presented in Figure 62. The information shown in the figure is an accurate presentation of conditions during the years 1925–26 and 1926–27, but its reliability for guidance purposes because of the small number of cases is questioned.

4. *Conclusions Regarding Teaching Programs*

(1) Conditions regarding teaching programs were practically the same in the two years studied.

(2) About fifty-five per cent of new teachers had programs of one subject, thirty per cent had two subjects, about ten per cent had three subjects, two per cent four subjects, one per cent five subjects, and less than one per cent of the total had six subjects.

(3) Twenty-four different subjects were distinguished in new teachers' programs. Two subjects, Social Studies and English, were each taught by more than twenty-five per cent of all new teachers. Six other subjects : Mathematics, Latin, Science, Commercial Studies, French, and Home Economics, were each taught by from five per cent to twenty per cent of all new teachers. The other sixteen subjects were each taught by fewer than five per cent of the total.

(4) Ten subjects predominantly non-academic, were taught more often in one-subject programs than in programs of any other number of subjects. These subjects were: Commercial Studies, Home Economics, Music, Practical Arts, Physical Education, Art, Agriculture, Language (modern not differentiated in reports), Library, and Guidance. The most frequent number of subjects per program of each of the other subjects was two.

(5) Twelve different types of activities were distinguished, the sponsoring of which formed part of the work of the new teachers.

(6) About thirty-five per cent of new teachers sponsored no activities, about forty-five per cent sponsored one, about seventeen per cent two, and about two per cent three activities.

(7) Home Room sponsoring was part of the duty of slightly more than twenty-five per cent of all new teachers. Clubs and Athletics were each directed by between ten and fifteen per cent of the total. Dramatics and Literary Society sponsoring fell to between five and ten per cent of all new teachers. Each other activity was sponsored by fewer than five per cent of new teachers.

(8) The number of cases and the nature of information seem to justify generalizations set up in the latter part of the chapter regarding the new teacher market in secondary schools of the state with respect to fifteen subjects. The generalizations have to do with the combinations of subjects and of activities based on current practice which prospective teachers of the various subjects may expect to teach or direct. The subjects are Social Studies, English, Mathematics, Latin, Science, Commercial Studies, French, Home Economics, Music, Practical Arts, Physical Education, General Science, Geography, Biology and Health. Facts concerning the other subjects are given but due to the small number of cases involved, their validity for guidance purposes is questioned.

IX

Summary of Conclusions

The interpretations which accompany the data presented in the foregoing pages are summarized at this point to serve as suggestions for the guidance of prospective teachers. The conclusions can be generalized only in the light of the preliminary definitions and the admitted limitations of the study. Within these limits the data reported seem to warrant the following deductions:

1. Conditions with respect to all aspects of the teacher market studied were sufficiently alike to warrant generalizations with reference to the two-year period.

2. Of each group of six new teachers one taught in second-class districts, two in third-class districts, and three in fourth-class districts.

3. Of each group of ninety new teachers forty-six and one-half taught in four-year high schools, fourteen and one-half taught in Junior high schools, eleven taught in junior-senior high schools, six and one-half taught in three-year high schools, four taught in senior high schools, three and one-half taught in two-year high schools, three taught in vocational high schools, and one taught in non-classified schools.

4. In preparation, four-fifths of all new teachers have attended college, two-sevenths have attended normal school, one-fifth have attended graduate school, and one per cent special school. More than half of the group were prepared in college alone and approximately one-eighth were prepared in each of the three combinations of institutions: (1) normal school alone, (2) normal school and college, and (3) college and graduate school.

Approximately one-eleventh of the total number of new teachers have spent time in graduate work equivalent to the customary time requirement for the master's degree.

5. Approximately three-sevenths of all new teachers had no previous experience. Of the inexperienced group one-eighth

taught in second-class districts, three-tenths in third-class districts, and four-sevenths in fourth-class districts.

6. About four-fifths of all new teachers had less than five years, and nine-tenths had less than ten years of experience.

7. New teachers tended to teach in all grades represented in the school employing them. Four was the most frequent number of grades and one the least frequent per new teacher.

8. At salary conditions of the two years studied chances were even that an unselected new teacher would receive between $1300 and $1800; normal school, college, and graduate school was the best paid combination of preparation; and experience in excess of fifteen years had no extra salary value.

9. Half of all new teachers taught between twenty-two and thirty-one periods per week. In junior-senior, senior, and junior schools the tendency was toward shorter hours, while in two-year, three-year, and vocational schools the tendency was toward longer hours.

10. More than half of all new teachers taught one subject alone, three-tenths taught two subjects, and about one-tenth taught three subjects. Non-academic subjects tended to be taught in single-subject programs.

About one-third of all new teachers sponsored no social activity, nearly half sponsored one activity, and about one-sixth sponsored two activities.

The subject combinations and activity combinations in programs of new teachers of each subject are shown in Figures 39 to 62 and their accompanying interpretations. The nature of this material defies generalization, though for the prospective teacher its information is specific.

APPENDIX

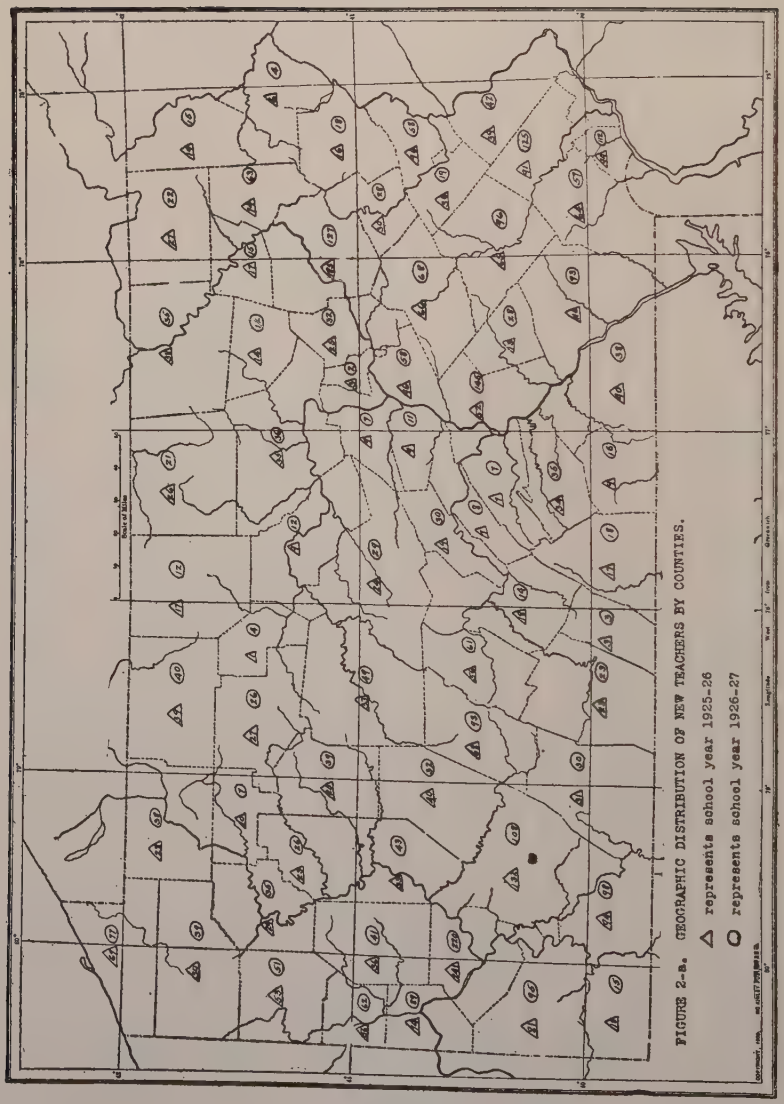


FIGURE 2-a. GEOGRAPHIC DISTRIBUTION OF NEW TEACHERS BY COUNTIES.

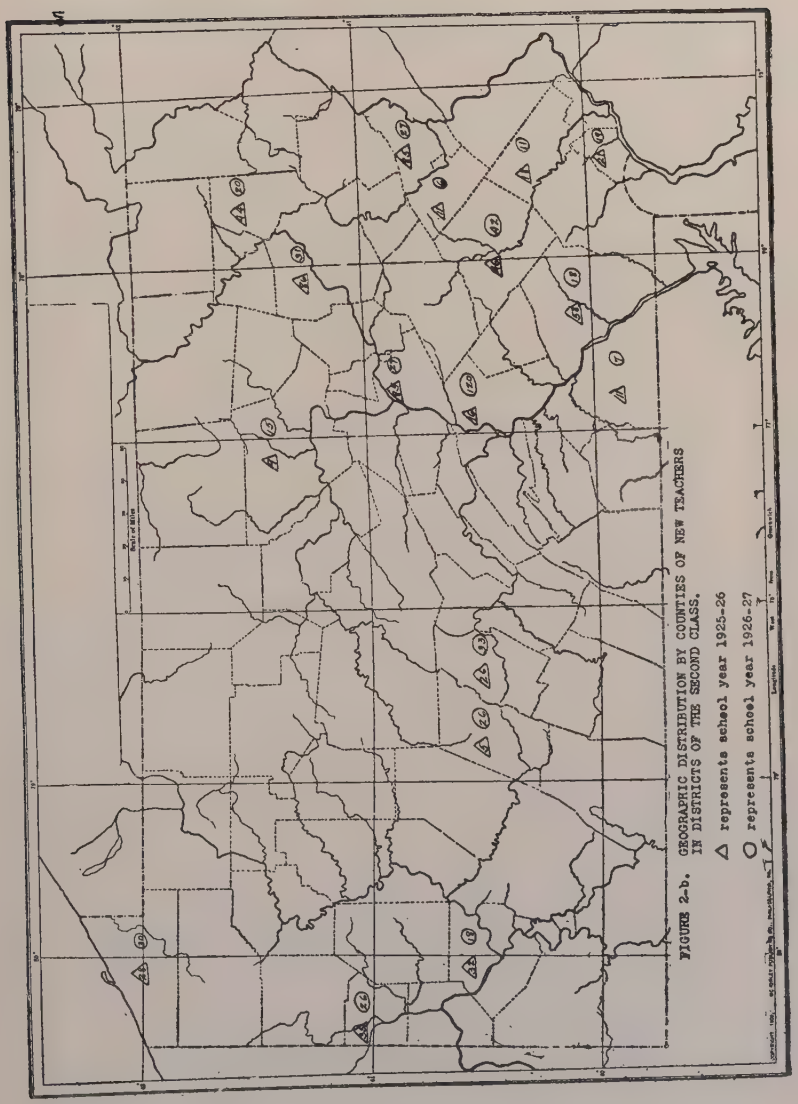


FIGURE 2-b. GEOGRAPHIC DISTRIBUTION BY COUNTIES OF NEW TEACHERS IN DISTRICTS OF THE SECOND CLASS.
△ represents school year 1925-26
○ represents school year 1926-27

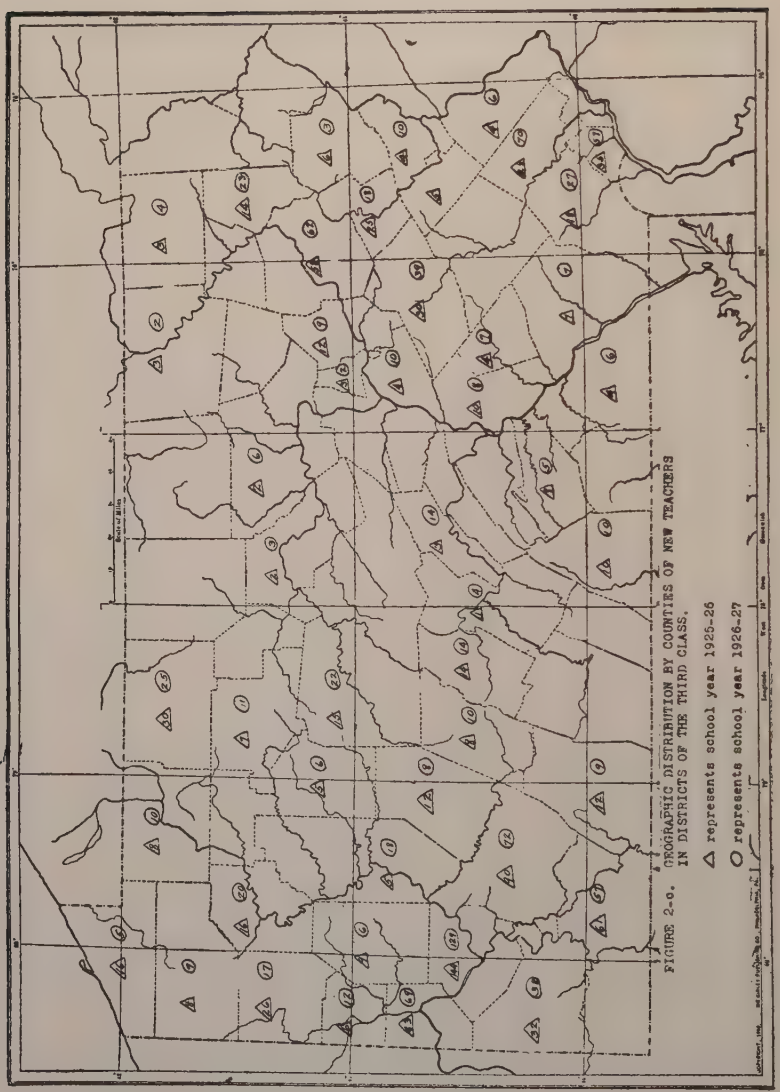
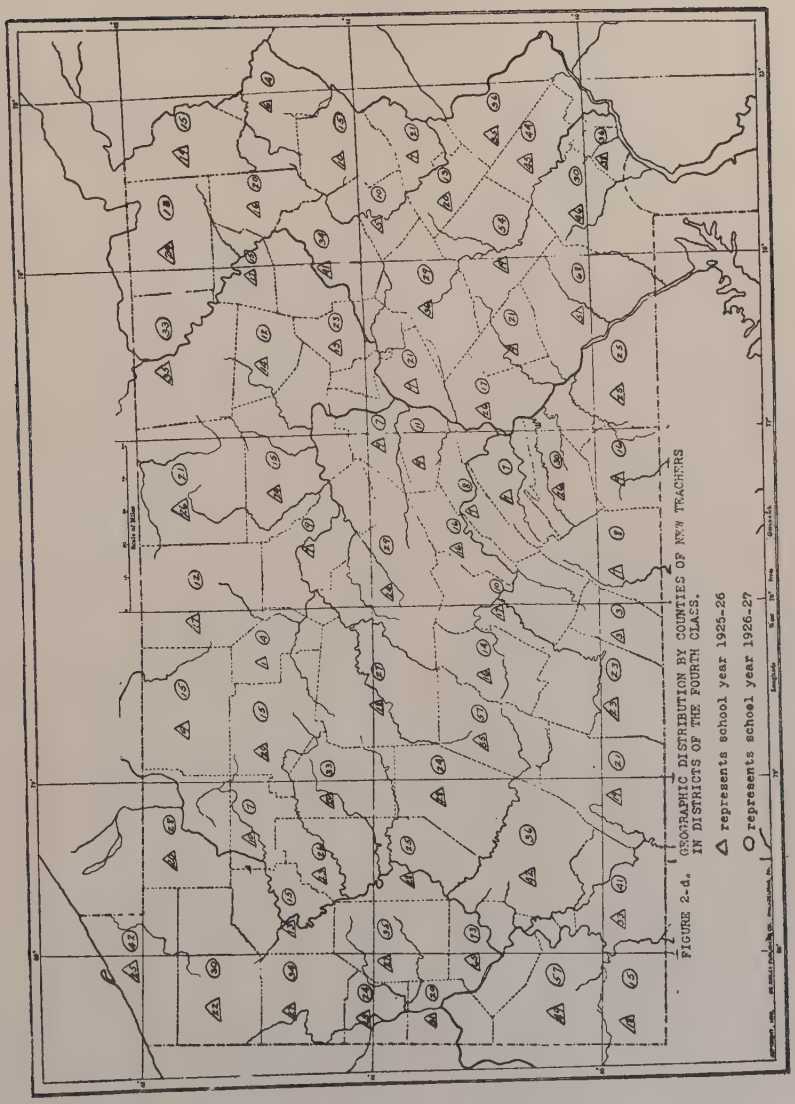

GEOGRAPHIC DISTRIBUTION BY COUNTIES OF NEW TEACHERS
IN DISTRICTS OF THE THIRD CLASS.
△ represents school year 1925-26
○ represents school year 1926-27

FIGURE 2-o.


GEOGRAPHIC DISTRIBUTION BY COUNTIES OF NEW TEACHERS
IN DISTRICTS OF THE FOURTH CLASS.
FIGURE 2-d.
△ represents school year 1925-26
○ represents school year 1926-27

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